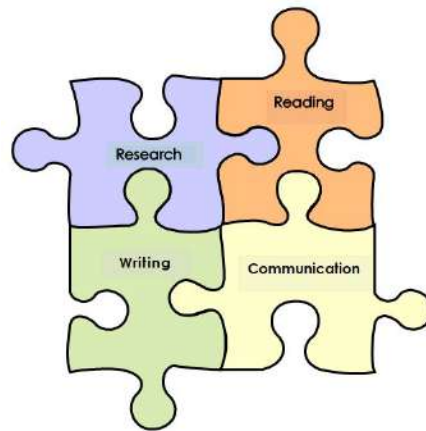


Grade 10 English Curriculum & Pacing Guide



Amherst County Public Schools
Every Child Every Day

Teacher Notes

ACPS will utilize a theme approach to integrate the English strands of reading, writing, research, and communication. To the extent possible, a variety of genres should be utilized during a unit of study. Best practices include:

- **Paired texts** (Paired texts can include books, plays, articles, poems, functional text, graphics, or digital media)
- **Use of text-dependent questions** (QAR)
- **Use of inference questions** (QAR)
- **Use of text-based vocabulary**
- **Writing components in every lesson**
- **Frequent research components**

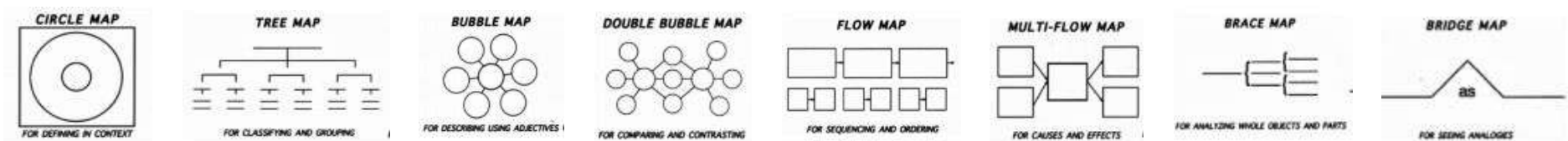
ACPS Literacy Plan outlines **seven comprehension strategies** that will be incorporated during units of study throughout the reading process.

“Strategies are conscious, flexible plans a reader applies to a variety of texts, both narrative and expository. The use of strategies implies awareness, reflection, and interaction between the reader and the author. Strategies do not operate individually or sequentially, but are interrelated and recursive. The goal is the active construction of meaning and the ability to adapt strategies to varying reading demands.” (Vogt & Verga, 1998)


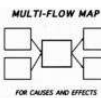
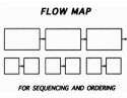
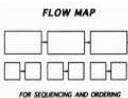
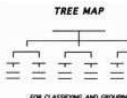
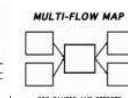

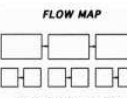

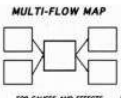
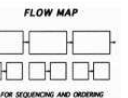

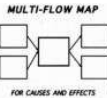

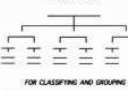
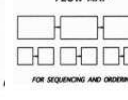

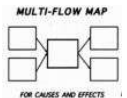



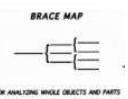







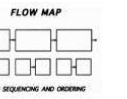
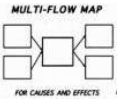
Explicit teaching and modeling of the strategies is necessary to assist students in learning to use them independently to make sense of the text they encounter.

- Monitoring Comprehension/Metacognition
- Predicting/Activating Background Knowledge/Schema
- Questioning
- Visualizing
- Determining Importance
- Summarizing & Synthesizing
- Inferring

ACPS utilizes **Thinking Maps** in order for students to create mental visual patterns for thinking based on the fundamental thinking processes.



The following are examples of reading skills associated with each of the maps. These can be expanded upon based on teacher discretion.

Predictions	Summarizing (Story Elements, BME, Problem/Solution, Main Idea/Details, etc.)	Making Connections	Ask/Answer Questions
  	  	  	  
Character Analysis	Fact & Opinion	Context Clues	Author's Purpose
   		 	 
Vocabulary (Affixes, Compound Words, Phonics, Homophones, Synonyms/Antonyms)	Multi-Meaning Words	Locate Information	Cause & Effect
   	  	 	

*All resources and products listed within this document are for guidance purposes.

Content Knowledge for Implementation of the Standards

(taken from 2010 VDOE English Curriculum Framework)

Ad hominem is (of an argument or reaction) directed against a person rather than the position they are maintaining.

Allusion is an indirect reference to a person, place, event or thing – real or fictional. J.D. Salinger's *The Catcher in the Rye* is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story *By the Waters of Babylon* alludes to Psalm 137 in the Bible.

Annotation is a note of explanation or comment added to a text or diagram.

Begging the Question is a logical fallacy in which the writer or speaker assumes the statement under examination to be true.

Close reading entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure. It also involves paying close attention to figures of speech, and other features that contribute to a writer's style. Close reading also involves reflecting on deeper meanings of text including considering relationships to other texts or social or cultural his

Connotation is subjective cultural and emotional. A stubborn person may be described as being either strong-willed or pigheaded. They have the same literal meaning (i.e., stubborn). Strong-willed connotes admiration for the level of someone's will, while pig-headed connotes frustration in dealing with someone.

Critique analyzes what was read, offers interpretations, judgments, and evidence for support.

Denotation is a dictionary definition of a word.

Emotional Appeal is a method of persuasion that is designed to create an emotional response.

Ethical appeal is a method of persuasion that is based on the author's credibility.

Idiom is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder).

Logical Appeal is a method of persuasion based on evidence and reasoning.

Red Herring is a fact, idea, or subject that takes people's attention away from the central point being considered.

Straw Man is a person set up to serve as a cover for a usually questionable transaction.

Summary restates what one just read in one's own words, and presents only main details, and maintains an objective voice.

Testimonial is a statement about the character or qualities of someone or something.

The VDOE Curriculum Framework should be utilized when preparing units found in this curriculum map.

http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml

NINE WEEKS 1

Division Required Assessments: ACPS Writing Prompt (persuasive/argument), NW1 Division Reading & Writing Assessment, Analytical(Expository)/Interpretive Essay, and Reflective Essay

Ongoing Assessments: Common Assessments

THEME 1: Strategic Reading and Thinking: Introduction to Seven Comprehension Strategies

STRATEGY FOCUS: Reading Comprehension Strategies: Making Connections, Determining Importance, Questioning, Visualizing, Inferring, Summarizing, and Self-Monitoring

APPROXIMATE TIME: 2 weeks

SKILLS TARGETED:

- **Communication/Multimodal Literacies**
 - Credit information sources.
- **Reading:**
 - Make inferences and draw conclusions
 - Evaluate author's style and purpose
 - Evaluate the use of diction to create tone
 - Use vocabulary strategies to understand words
 - Use reading strategies to help students compare and contrast ideas, identify main ideas and details, and monitor and clarify for understanding.
 - Vocabulary Word Meaning
 - Text-Student, Text-World Connections
 - Identify and analyze figurative language and literary elements
 - Syntax
- **Writing/Research:**
 - Engage in writing for effective communication
 - Compose short personal response and/or expository response to close reading.
 - Create a valid thesis and supporting points
 - Plagiarism and ethical use of the internet
 - Edit for capitalization, punctuation, spelling, and paragraphing

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>10.1b and 10.2b Credit information sources.</p> <p>10.1e include all group members and value individual contributions made by each group member</p>	<p>10.4a Make inferences and draw conclusions, using references from the text.</p> <p>10.4i Evaluate how an author's specific word choices, syntax, tone and voice shape the intended meaning of the text.</p> <p>10.4k Compare and contrast how literary devices convey a message and elicit a reader's emotions.</p> <p>10.4m Use reading strategies to monitor comprehension throughout the reading process.</p> <p>10.5j Use reading strategies through the reading process to monitor comprehension.</p> <p>10.5a Analyze text features and organizational patterns to evaluate the meaning of texts.</p> <p>10.3a Use structural analysis of roots, affixes,</p>	<p>10.6a Engage in writing as a recursive process.</p> <p>10.6g Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.</p> <p>10.7e Analyze the writing of others and suggest how writing might be improved.</p>	<p>10.8d Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA)...</p> <p>10.8e Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>	<p>Poetry: "Introduction to Poetry" by Billy Collins "The Road Not Taken" by Robert Frost "Choices" by Nikki Giovanni "Annabel Lee" by Edgar Allan Poe "Stopping by Woods on a Snowy Evening" by Robert Frost "Courage" by Anne Sexton "If" by Rudyard Kipling</p> <p>Fiction: "The Storyteller" by Saki "The Interlopers" by Saki Excerpt from "Everything is Illuminated" by Jonathan Safran Foer "The Brothers Grimm Tales"</p> <p>Nonfiction: Excerpt from "Nickle and Dimed: On Not</p>	<p>Anticipatory Set/Opener: Respond to the writing prompt- What is plagiarism? Have you ever been guilty of committing plagiarism?</p> <p>Guided Practice: -Copies of annotated works with rubric</p> <p>Independent Practice: -Writing response samples to readings using the annotation notes and properly cited textual references.</p> <p>Closure: -exit ticket - sticky note questions - summarize day's lesson - review vocab -Thinking Map for summarizing day's topics</p> <p>Formative Assessment: -Student/Group Annotations</p> <p>Summative Assessment:</p>

	<p>synonyms, and antonyms to understand complex words.</p> <p>10.3e explain the meaning of...figurative language in text.</p> <p>10.3a use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.</p>			<p>Getting By in America” by Barbara Ehrenreich</p> <p>Media: Annotation video: https://www.youtube.com/watch?v=BrIUkc5hPzs</p> <p>Nonfiction: Short article on annotation: https://research.ewu.edu/c.php?g=82207</p> <p>Why annotate: http://www.studysync.com/blog/the-importance-of-annotation/</p> <p>ACHS Annotation Rubric Grades 9-12</p> <p>Types of Plagiarism: https://www.bowdoin.edu/studentaffairs/academic-honesty/common-types.shtml</p> <p>Functional Text: Propaganda https://www.rickety.us/2008/11/how-to-recognize-propoganda/</p>	<p>-Cold prompt annotation of a text</p>
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THEME 2: Equality**STRATEGY FOCUS:** Synthesizing, Drawing Conclusions, Inferring, Self-monitoring**APPROXIMATE TIME:** 3.5 weeks**SKILLS TARGETED:**

- **Communication/Multimodal Literacies:**
 - Work in small groups
 - Critical evaluation of types of media
 - Relationship between creator/author intent, factual content and opinion
- **Reading:**
 - Analyze and critique universal themes and literary elements
 - Identity theme and main idea
 - Find and use evidence to support ideas
 - Engage in writing for effective communication
 - Identify point of view
 - Verify sources for bias and accuracy
 - Use structural analysis of roots, affixes, synonyms to understand complex words
 - Understand and explain connotations & denotations
- **Writing/Research:**
 - Use colons correctly
 - Engage in writing for effective communication
 - Find and use evidence to support central idea
 - Format cited evidence correctly in a given written product

SKILLS SPIRALED:

- Evaluate the use of diction to create tone
- Engage in writing for effective communication
- Make inferences and draw conclusions
- Demonstrate annotation skills
- Identify and write a thesis statement
- Define meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information
- Clearly state and defend a position using credible sources as support

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
10.1a Make strategic use of multimodal tools.	10.4a Make inferences and draw conclusions, using references from	10.6a Engage in writing as a recursive process.	10.8a Verify the accuracy, validity, and usefulness of	Novels: <i>Revolution by J. Connelly</i>	Anticipatory Set/Opener: Teacher lead activity

<p>10.1b Credit information sources.</p> <p>10.1c Demonstrate the ability to work effectively with diverse teams, including setting rules and goals for group work.</p> <p>10.2c Evaluate sources for relationships between intent, factual content, and opinion.</p> <p>10.2e Analyze the purpose of information and persuasive/argument techniques used in diverse media formats.</p> <p>10.2f Evaluate the motives behind media presentations.</p> <p>10.2g Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.</p>	<p>the text for support.</p> <p>10.4f Critique how authors use key literary elements to contribute to meaning, including character development, theme, conflict, and archetypes.</p> <p>10.4g Interpret how themes are connected within and across texts.</p> <p>10.5b Recognize an author's intended audience and purpose for writing.</p> <p>10.5h Analyze ideas within and between selections providing textual evidence.</p> <p>10.3f Extend general and cross-curricular vocabulary through speaking, listening, reading and writing.</p>	<p>10.6b Plan and organize writing to address a specific audience and purpose.</p> <p>10.6c Adjust writing content, technique and voice for a variety of audiences and purposes.</p> <p>10.6d Communicate clearly the purpose of the writing using a thesis statement.</p> <p>10.6e Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.</p> <p>10.6f Compose a thesis statement for persuasive/argument writing that advocates a position.</p> <p>10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>10.7a Use parallel structure across sentences and paragraphs.</p>	<p>information.</p> <p>10.8d Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as MLA.</p> <p>10.8c Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.</p>	<p><i>Les Miserables</i> by Victor Hugo</p> <p><i>To Kill a Mockingbird</i> by Harper Lee</p> <p><i>The Curious Incident of the Dog in the Nighttime</i> by Mark Haddon</p> <p><i>The Education of Little Tree</i></p> <p><i>Things Fall Apart</i> by Achebe</p> <p><i>Cry, The Beloved Country</i></p> <p><i>Mary Crow Dog Lakota Woman</i></p> <p>Short Fiction: 'The Fan Club' by Rona Maynard</p> <p>'A Kind of Murder' by Hugh Pentecost</p> <p>'A Dead Woman's Secret', Guy de Maupassant</p> <p>"Cell One" by Ngozi Adichie</p> <p>"Once" by Morris Gleitzman</p> <p>Norse folktale: "Freyja's Necklace"</p> <p>Nonfiction: Sojourner Truth "Ain't I a Woman"</p> <p>"Like Mexicans" by Gary</p>	<p>on justice and fairness</p> <p>-Quick Write/Access Prior Knowledge on topic/theme</p> <p>-Think/Pair/Share</p> <p>Guided Practice: -Double Bubble Thinking Map to compare and contrast themes and literary elements between two texts. Students will use this map to create a short presentation or written response or write an analytical/interpretive essay.</p> <p>-SOL Persuasive/Argument Planning and Essay</p> <p>-Group discussions, both formal and informal (Roundtable and Socratic Seminar)</p> <p>-Annotate the text</p> <p>-Class Discussions</p> <p>-Summaries of the text and/or how the theme impacts the texts read</p>
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		<p>10.7b Use complex sentence structure to infuse sentence variety in writing.</p> <p>10.7c Distinguish between active and passive voice.</p> <p>10.7d Use colons correctly.</p> <p>10.7e Analyze the writing of others and suggest how writing might be improved.</p>		<p>Soto "An Overview of the Great Depression" Jessica McBirney</p> <p>"From Slaves to Sharecroppers" Leigh Dekle</p> <p>Excerpt from "Southern Horrors: Lynch Laws In All Its Phases" Ida B. Wells</p> <p>"The Scottsboro Boys" Jessica McBirney</p> <p>President Obama's Remarks on Trayvon Martin Ruling by President Barack Obama</p> <p>"How Autism Freed Me to Be Myself" Rosie King</p> <p>"On Revenge" Sir Francis Bacon</p> <p>"Fear is Simple and Profound" Julia Butterfly Hill</p> <p>Theme Handout: http://www.bucks.edu/media/bcccmedialibrary/tutoring/documents/writingareahandoutrevision/literature/identifying-themes.pdf</p> <p>Poetry: "Choices" by Nikki Giovanni</p> <p>"Look at Me" by Peg Hoddinott</p>	<p>Independent Practice: -Identify theme in a work of literature and find examples of justice and fairness. Write an analytical/interpretive essay. Or, write a reflective essay on this topic.</p> <p>-Answer MLA/SOL based questions from the text</p> <p>-Analytic/Expository/ Interpretive essay on the theme connected to text read, with MLA support</p> <p>-SOL Persuasive/Argument Planning and Essay</p> <p>Closure: -exit ticket - sticky note questions - summarize day's lesson - review vocab</p> <p>-Thinking Map for summarizing day's topics</p>
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				<p>"Learning to Read" Frances Ellen Watkins Harper "On Turning Ten" Billy Collins</p> <p>"We Wear the Mask" Paul Laurence Dunbar</p> <p>"An Obstacle" Charlotte Perkins Gilman</p> <p>"What Love Isn't" Yrsa Daley-Ward</p> <p>Media: "Strange Fruit"-https://www.youtube.com/watch?v=Web007rzS_Q/</p> <p>CommonLit.org resources: "We Shall Overcome Speech" by Lyndon Johnson, "Lyndon Johnson and the Great Society by Kubric," and "The Voting Rights Act of 1965" by McBirney</p> <p>Resources from humanium.org</p> <p>Women and Men Aren't Equal: http://www.foxnews.com/opinion/2013/02/05/to-be-happy-must-admit-women-and-men-arent-equal.html</p> <p>Gender Pay Gap: the Day Women Start Working for Free</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> -Questions based on text -Reading Quiz -Annotations -Classwork/discussions <p>Summative Assessment:</p> <ul style="list-style-type: none"> -SOL Writing Prompt -Short expository/analytic and reflective responses/essays where students critique how author uses conflict or character development to help the reader understand the text better. -Essays
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				https://www.washingtonpost.com/graphics/2017/business/women-pay-gap/?noredirect=on&utm_term=.330917178123 Women Have Achieved Equality...According to Men: https://www.theguardian.com/society/2017/jan/29/women-inequality-survey <i>Charlottesville Rally Violence: How We Got Here</i> https://www.cnn.com/2017/08/14/us/charlottesville-rally-timeline-tick-tock/index.html <i>Racial Equality as a Work in Progress:</i> https://www.nytimes.com/2013/08/23/us/americans-see-racial-equality-as-a-work-in-progress-pew-poll-finds.html Functional Text: https://kids.kaspersky.com/how-to-deal-with-cyberbullying/	
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THEME 3: Prejudice

STRATEGY FOCUS: Drawing conclusions, questioning, synthesizing, self-monitoring

APPROXIMATE TIME: 3.5 weeks

SKILLS TARGETED:

- **Communication/Multimodal Literacies:**
 - Purpose of academic discourse
 - Recognize appropriate verbal and nonverbal clues for effective group discussion
 - Participate in group activities by fulfilling assigned responsibilities.
- **Reading:**

- Identifying figurative language
- Use strategies for identifying synonyms and antonyms
- Identify the difference and impact of connotative versus denotative meaning
- Analyze the social implications presented through world and ethnic literature
- Use structural analysis to enhance vocabulary comprehension
- **Writing/Research:**
 - Identify counterclaims and write counter arguments and rebuttals
 - Define and incorporate connotative and denotative meaning
 - Use textual evidence to compare and contrast texts
 - Use specific revision to improve writing
 - Write analytical essay with MLA support

SKILLS SPIRALED:

- Verify sources for bias and accuracy
- Format cited evidence correctly in a given written prouc
- Use reading strategies to compare and contrast multiple texts
- Use vocabulary strategies to understand words

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>10.1c Demonstrate the ability to work effectively with diverse teams.</p> <p>10.1d Assume responsibility for specific group tasks.</p> <p>10.1e Include all group members and value individual contributions.</p> <p>10.1f Use a variety of strategies to listen actively and speak, using appropriate discussion rules with awareness of verbal and nonverbal cues.</p>	<p>10.3a Use structural analysis of roots, affixes, synonyms and antonyms to understand complex words.</p> <p>10.3b Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>10.3c Discriminate between connotative and denotative meanings and interpret the connotation.</p>	<p>10.6i Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.</p> <p>10.6 The student will write in a variety of forms to include: persuasive/argument...a nd analytical</p> <p>10.6d Communicate clearly the purpose of the writing using a thesis statement.</p>	<p>10.8d Cite sources for both quoted and paraphrased ideas using MLA.</p> <p>10.8c Evaluate and select evidence from a variety of sources to introduce counterclaims and to support claims.</p> <p>10.8b Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>	<p>Novels/Memoirs: <i>Between the World and Me</i> by Ta-Nehisi Coates</p> <p><i>Educated</i> by Tara Westover</p> <p><i>Hillbilly Elegy</i> J. D. Vance</p> <p><i>To Kill a Mockingbird</i> by Harper Lee</p> <p><i>Cry, The Beloved Country</i> by Alan Paton</p> <p>Nonfiction: "In Response to</p>	<p>Anticipatory Set/Opener: -Write a reflective paragraph discussing a time you experienced or witnessed prejudice.</p> <p>-Quick Write/Access Prior Knowledge</p> <p>Guided Practice: -Use a Multi-Flow Map or Circle Map to search for words with positive or negative connotations. Once you have recorded this information, share your findings with a friend</p>

<p>10.1j Use reflection to evaluate one's own process in small-group activities.</p>	<p>10.3e Explain the meaning of literary and classical allusions and figurative language in text.</p> <p>10.4b Interpret the cultural or social function of world and ethnic literature.</p> <p>10.4e Examine a literary selection from several critical perspectives</p> <p>10.5.b Recognize an author's intended audience and purpose for writing.</p> <p>10.5d Compare and contrast informational texts for intent and content.</p> <p>10.5g Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.</p> <p>10.5h Analyze ideas within and between selections providing textual evidence.</p> <p>10.4f Critique how authors use key literary elements to contribute to meaning including,</p>	<p>10.6e Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure</p> <p>10.6j Blend multiple forms of writing, including embedding a narrative to produce effective essays.</p> <p>10.6l Use textual evidence to compare and contrast multiple texts.</p> <p>10.6m Revise writing for clarity of content, accuracy, and depth of information.</p> <p>10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>10.7a Use parallel structure across sentences and paragraphs.</p> <p>10.7b Use complex sentence structure to infuse sentence variety</p>	<p>10.8f Demonstrate ethical use of the Internet.</p>	<p>Executive Order 9066" by Dwight Okita</p> <p>"My Shirt is for Church" by Daniel Inouye</p> <p>"By Any Other Name" by Santha Rama Rau</p> <p>"Tsali of the Cherokees" by Norah Roper</p> <p>"Tanforan a Horse Stall for Four" by Yoshika Uchida</p> <p>Poetry: "Red Eagle" by Janet Campbell</p> <p>"Strange Fruit"</p> <p>"Indian Children"</p> <p>Speak" by Juanita Bell</p> <p>"Still I Rise" by Maya Angelou</p> <p>"I Too, Sing America" by Walt Whitman</p> <p>"Equality" by Maya Angelou</p> <p>Media: <i>Elliot Blue Eyes/Brown Eyes Racism Experiment:</i> https://www.youtube.com/watch?v=KHxFuO2Nk-0</p>	<p>and determine why the author chose these particular words. How does it enhance or influence the tone of the piece? Use this to write a interpretive/analytical essay.</p> <p>-Group discussions, both formal and informal (Roundtable and Socratic Seminar)</p> <p>-Annotate the text</p> <p>-Class Discussions</p> <p>-Summaries of the text and/or how the theme impacts the texts read</p> <p>-SOL Persuasive/Argument Planning and Essay</p> <p>Independent Practice: -Analytical responses & essay which compare and contrast two different short expository selections. These responses must use textual evidence with proper in-text citations.</p> <p>-Answer text based questions</p> <p>-SOL Persuasive/Argument Planning and Essay</p>
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	<p>character development, theme, conflict, and archetypes.</p> <p>10.4i Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.</p> <p>10.4k Compare and contrast how literary devices convey a message and elicit a reader's emotions.</p>	<p>in writing.</p> <p>10.7c Distinguish between active and passive voice.</p> <p>10.7d Use colons correctly.</p> <p>10.7e Analyze the writing of others and suggest how writing might be improved.</p>		<p><i>Strange Fruit:</i> https://www.youtube.com/watch?v=Web007rzSOI</p> <p><i>What do you see when you look at me?:</i> https://www.youtube.com/watch?v=wzkFoetp-M</p> <p><i>The Privilege Game--</i> https://www.youtube.com/watch?v=AOmpxsiUg2Q</p> <p><i>Crash Course Prejudice and Discrimination:</i> https://www.youtube.com/watch?v=7P0iP2Zm6 a4&t=263s</p> <p>Mellody Hobson https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave</p> <p>"Zimbabwe" by Toni Childs</p> <p>Functional Text: Prejudice https://www.wikihow.com/Overcome-Prejudice https://www.simplypsychology.org/prejudice.html</p>	<p>-Powerpoint/Prezi/Google Slide presentations</p> <p>-Figurative Language study/Dialectical Journal</p> <p>-Research theme and write short research paper on the theme and how it affected the texts used</p> <p>-Create video or photography presentation summary of a text</p> <p>Closure: -exit ticket</p> <p>- sticky note questions</p> <p>- summarize day's lesson</p> <p>- review vocab</p> <p>-Thinking Map for summarizing day's</p> <p>-Group participation rubric and self reflection</p> <p>Formative Assessment: -Questions based on text</p> <p>-Reading Quiz</p>
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					-Annotations Summative Assessment: Project related to the historical role and impact of prejudice -SOL writing prompt -Essays
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NINE WEEKS 2

Division Required Assessments: ACPS Writing Prompt (persuasive/argument), NW2 Division Reading & Writing Assessment, Analytical(Expository)/Interpretive Essay, and Reflective Essay

Ongoing Assessments: Common Assessments

THEME 4: Survival/Competition/Fear

STRATEGY FOCUS: Synthesizing,Determining Importance,Drawing Conclusions,Making Connections, Visualizing

APPROXIMATE TIME: 4.5 weeks

SKILLS TARGETED:

- **Communication/Multimodal Literacies**
 - Credit Information Sources
 - Analyze media Impact
 - Analyze information and persuasive/argument techniques used in various media formats
 - Monitor, use, and synthesize multiple streams of information
 - Verify sources for bias and accuracy
- **Reading:**
 - Understand text structure and features
 - Skim material to develop and overview of central idea

- Form logical conclusions based on evidence
- Evaluate a literary text for the correlation between author style and intended meaning
- **Writing/Research:**
 - Use complex sentence structure to infuse sentence variety in writing.
 - Use parallel structure across sentences and paragraphs.
 - Adjust writing to make it audience appropriate
 - Write multi-paragraph persuasive/argument/analytical essay

SKILLS SPIRALED:

- Annotation of various types of text
- Credit to sources using MLA citation methods
- Evaluate author's style and purpose
- Use various reading strategies
- Find and use evidence to support ideas
- Persuasive/Argument writing techniques including counterclaim/counterargument and rebuttal with support
- Identify theme and main idea
- Identify tone and mood
- Work in small groups
- Use vocabulary strategies to understand words
- Interpret how themes are connected within and across texts
- Use reading strategies through the reading process to monitor comprehension
- Plan and organize writing to address a specific audience and purpose

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>10.2a Create media messages for diverse audiences.</p> <p>10.2b Credit information sources.</p> <p>10.2d Analyze the impact of selected media formats on meaning.</p> <p>10.2h Monitor analyze,</p>	<p>10.3b Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>10.4i Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.</p>	<p>10.6c Adjust writing content for the audience .</p> <p>10.6d Communicate clearly the purpose of the writing using a thesis statement.</p> <p>10.6e Objectively introduce and develop topics, incorporating</p>	<p>10.8a Verify the accuracy, validity, and usefulness of information.</p> <p>10.5b Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or</p>	<p>Novels: <i>Into Thin Air</i> by Jon Krakauer</p> <p><i>Lord of the Flies</i> by William Golding</p> <p><i>The Book Thief</i> by M. Zusak</p> <p>Short Fiction: "Lather and Nothing Else" by Hernando Tellez</p>	<p>Anticipatory Set/Opener: -"Who Should Survive?" activity</p> <p>-View a short TedTalk on ethical competition in the business world. Respond. Do you agree or disagree with the premise presented by the speaker.</p>

<p>and use multiple streams of simultaneous information.</p>	<p>10.4m Use reading strategies to monitor comprehension throughout the reading process.</p> <p>10.5a Analyze text features and organizational patterns to evaluate the meaning of texts.</p> <p>10.5b Recognize an author's intended audience and purpose for writing.</p> <p>10.5f Draw conclusions and make inferences on explicit and implied information using textual support as evidence.</p> <p>10.5g Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.</p> <p>10.5h Analyze ideas within and between selections providing textual evidence</p> <p>10.5c Skim materials to develop an overview and locate information.</p>	<p>evidence and maintaining an organized structure.</p> <p>10.6i Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.</p> <p>10.6n Write and revise to a standard acceptable both in the workplace and in postsecondary education.</p> <p>10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>10.7a Use parallel structure across sentences and paragraphs.</p> <p>10.7b Use complex sentence structure to infuse sentence variety in writing.</p> <p>10.7c Distinguish between active and passive voice.</p>	<p>bias.</p> <p>10.8d Cite sources for both quoted and paraphrased ideas using MLA</p>	<p>"And of Clay Are We Created" by Isabel Allende</p> <p>Nonfiction: "Stowaway" by Armando Socarras Ramirez</p> <p>"Survival in the Forty-Ninth" by John McPhee</p> <p>"Through the Tunnel" by Doris Lessing</p> <p>"The Man in the Water" by Roger Rosenblatt</p> <p>"The Day the Clowns Died" by R. J. Brown</p> <p>"Everyday Use" by Alice Walker</p> <p>"Notes from a Bottle" by James Stevenson</p> <p>"Call of the Wild-Save us!" by Norman Myers</p> <p><i>Fast Food Nation</i> by Eric Schlosser</p> <p><i>Omnivore's Dilemma</i> Michael Pollan</p> <p>Poetry: "Ex-Basketball Player" by John Updike</p> <p>"Fast Break- In Memory of Dennis Turner,</p>	<p>-As humans and consumers we are constantly struggling with nature to continue with our way of life. Do we have a responsibility to work with the environment or is this world here simply for us to use for our survival?</p> <p>-Quick Write/Access Prior Knowledge</p> <p>Guided Practice: -Read multiple nonfiction pieces and highlight and label the different text features of each piece</p> <p>-Highlight different organizational pattern transitional words in different passages. In a small group, create a short response of how the organizational pattern helps the reader understand the material.</p> <p>-Group discussions, both formal and informal (Roundtable and Socratic Seminar)</p> <p>-SOL Persuasive/Argument Planning and Essay</p> <p>-Annotate the text</p>
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		<p>10.7d Use colons correctly.</p> <p>10.7e Analyze the writing of others and suggest how writing might be improved.</p> <p>10.6h Identify counterclaims and provide counter arguments.</p> <p>10.6b Plan and organize writing to address a specific audience and purpose.</p>		<p>1946-1984" by Edward Hirsch</p> <p>Poetry from "The Rose that Grew from Concrete" by Tupac Shakur</p> <p>Selections from "The Watch That Ends the Night: Voices from the Titanic" by Allan Wolf</p>	<p>-Class Discussions</p> <p>-Summaries of the text and/or how the theme impacts the texts read</p> <p>Independent Practice:</p> <p>-After reading an article on context clues, students will create a handout to be used in identifying context clues.</p> <p>-Answer text based questions</p> <p>-Powerpoint/Prezi/Google Slide presentations</p> <p>-Figurative Language study/Dialectical Journal</p> <p>-Research theme and write short research paper on the theme and how it affected the texts used</p> <p>-Create video or photography presentation summary of a text</p> <p>-SOL Persuasive/Argument Planning and Essay</p> <p>Closure:</p> <p>-exit ticket</p> <p>- sticky note questions</p> <p>- summarize day's</p>
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					<p>lesson</p> <ul style="list-style-type: none"> - review vocab -Thinking Map for summarizing day's topics <p>Formative Assessment:</p> <ul style="list-style-type: none"> -Create a survival manual -Questions based on text -Reading Quiz -Annotations <p>Summative Assessment:</p> <ul style="list-style-type: none"> -Powerpoint or Paper: Focus on a competitive environment such as that found in sports, war or government. Discuss how individuals are forced to compete in these settings in order to survive the challenges presented. -Essays -SOL Prompts
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THEME 5: Nature: Internal and External

STRATEGY FOCUS: Determining Importance, Drawing Conclusions, Making Connections, and Self-Monitoring

APPROXIMATE TIME: 4.5 Weeks

SKILLS TARGETED:

- **Communication/Multimodal Literacies:**
 - Establish rules and goals for group work
 - Assume responsibility for specific group tasks
 - Include all group members and value individual group member contributions
- **Reading**
 - Compare and contrast informational texts
 - Use the internet ethically to create media messages
 - Interpret and incorporate data from resources including maps, charts, and graphs
- **Writing**
 - Analyze the writing of others and suggest how writing might be improved
 - Revise writing for clarity, accuracy, and depth
 - Compose a thesis statement specifically for persuasion
 - Multi paragraph essay using persuasive/argument writing techniques including counterclaim/counterargument and rebuttal with support

SKILLS SPIRALED:

- Analyze media Impact
- Analyze information gathered from multiple sources
- Understand text structure and features
- Credit and evaluate sources
- Form logical conclusion based on evidence
- Cite sources based on MLA format
- Figurative Language
- Connotation & Denotation
- Adjust writing to make it audience appropriate
- Identify context clues
- Annotate
- Make inferences and draw conclusions
- Use reading strategies
- Write to create a valid thesis
- Engage in writing for effective communication
- Verify sources for bias and accuracy
- Use multimodal tools

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
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<p>10.1a Make strategic use of multimodal tools.</p> <p>10.1b Credit information sources.</p> <p>10.1c Demonstrate the ability to work effectively with diverse teams, including setting rules and goals for group work.</p> <p>10.2i Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.</p>	<p>10.3c Discriminate between connotations to determine meanings of words and phrases.</p> <p>10.4f Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.</p> <p>10.4k Compare and contrast how literary devices convey a message and elicit a reader's emotions.</p> <p>10.5d Compare and contrast informational texts for intent and content.</p> <p>10.5f Draw conclusions and make inferences on explicit and implied information, using textual support as evidence.</p> <p>10.4j Compare/contrast details in literary and informational nonfiction texts.</p>	<p>10.6k Elaborate ideas clearly through word choice.</p> <p>10.6d Communicate clearly the purpose of the writing using a thesis statement.</p> <p>10.6e Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure</p> <p>10.6l Use textual evidence to compare and contrast multiple texts.</p> <p>10.6m Revise writing for clarity of content, accuracy, and depth of information.</p> <p>10.6n Write and revise to a standard acceptable both in the workplace and in postsecondary education.</p> <p>10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>10.7a Use parallel</p>	<p>10.8a Verify the accuracy, validity, and usefulness of information.</p> <p>10.8d Cite sources for both quoted and paraphrased ideas using MLA</p>	<p>Short Fiction: "Gaston" by William Saroyan "Lamb to the Slaughter" by Roald Dahl "Masque of the Red Death" "The Leap" by Louise Erdrich "Two Kinds" by Amy Tan "By the Waters of Babylon" by Stephen Vincent Benet "A Very Old Man with Enormous Wings" by Gabriel Garcia Marquez</p> <p>Nonfiction: "The 7 Highly Effective Habits of Teens" by Covey "The Man in the Water" by Roger Rosenblatt "The Day the Clowns Died" by R. J. Brown "If Decency Doesn't, Law Should Make Us Samaritans" by Gloria Allred and Lisa Bloom "Good Samaritans USA Are Afraid to Act" by Ann Sjoerdsma</p>	<p>Anticipatory Set/Opener: -In a journal entry, discuss a time you were conflicted over a decision you had to make.</p> <p>-Show a video clip related to the extinction of certain species and respond.</p> <p>-Quick Write/Access Prior Knowledge</p> <p>Guided Practice: -Identify literary archetypes and create a chart to reflect their roles in literature</p> <p>-Interpretive essay to identify, evaluate, and analyze methods of author</p> <p>-SOL Persuasive/Argument Planning and Essay</p> <p>-Group discussions, both formal and informal (Roundtable and Socratic Seminar)</p> <p>-Annotate the text</p> <p>-Class Discussions</p> <p>-Summaries of the text and/or how the theme impacts the texts read</p>
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		<p>structure across sentences and paragraphs.</p> <p>10.7b Use complex sentence structure to infuse sentence variety in writing.</p> <p>10.7c Distinguish between active and passive voice.</p> <p>10.7d Use colons correctly.</p> <p>10.7e Analyze the writing of others and suggest how writing might be improved.</p>		<p>Novels: <i>Les Miserables</i> by Victor Hugo</p> <p>"Lord of the flies" by W. Golding</p> <p>"Animal Farm" by G. Orwell</p> <p>Poetry: "We Real Cool" by Gwendolyn Brooks</p> <p>Poems by Robert Frost</p> <p>https://medschool.ucsd.edu/som/fmph/research/mindfulness/mindfulness-resources/Pages/Mindful-Poetry.aspx</p> <p>Functional Text: http://survivalife.com/how-to-survive-bear-encounter/</p> <p>www.snake-removal.com/venomous.html</p>	<p>Independent Practice:</p> <ul style="list-style-type: none"> -Create a sculpture using objects found in nature. Write a set of directions which could be used to reproduce the sculpture. -Answer text based questions -Powerpoint/Prezi/Google Slide presentations -Figurative Language study/Dialectical Journal -Research theme and write short research paper on the theme and how it affected the texts used -SOL Persuasive/Argument Planning and Essay -Create video or photography presentation summary of a text <p>Closure:</p> <ul style="list-style-type: none"> -exit ticket - sticky note questions - summarize day's lesson - review vocab -Thinking Map for summarizing day's
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					<p>topics</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> -Questions based on text -Reading Quiz -Annotations <p>Summative Assessment:</p> <ul style="list-style-type: none"> -Multiple Choice test on selected readings and literary concepts -Essays -Student Projects -SOL Prompt
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NINE WEEKS 3

Division Required Assessments: ACPS Writing Prompt (persuasive/argument), NW3 Division Reading & Writing Assessment, Analytical(Expository)/Interpretive Essay, and Reflective Essay

Ongoing Assessments: Common Assessments

THEME 6: Power and Authority

STRATEGY FOCUS: Synthesizing, Using Background Knowledge, Determining Importance, Drawing Conclusions, and Making Connections

APPROXIMATE TIME: 4.5 weeks

SKILLS TARGETED:

- **Communication/Multimodal Literacies**

- Creating media messages for diverse audiences
- Use reflection to accurately evaluate one's participation in a group

- **Reading**

- Identify literary and classical allusions
- Define common idioms
- Understand Shakespeare language and time period/cultural influence on writing/themes

Writing:

- Engage in writing as a recursive process.
- Select evidence to introduce counterclaims and support claims
- Write multi paragraph essay using persuasive/argument writing techniques including counterclaim/counterargument and rebuttal with support

SKILLS SPIRALED:

- Analyze the impact of media
- Identify figurative language
- Use complex sentence structure across sentences and paragraphs.
- Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- Persuasive/Argument writing techniques including counterclaim/counterargument and rebuttal with support
- Cite sources using MLA.
- Define the meaning and consequences of plagiarism.
- Demonstrate ethical use of the Internet.
- Compose a thesis statement for persuasive/argument writing that advocates a position.
- Plan and organize writing to address a specific audience and purpose.
- Elaborate ideas clearly through word choice.
- Use textual evidence to compare and contrast multiple texts.
- Revise writing for clarity of content, accuracy, and depth of information.

COMMUNICATION / MULTILITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>10.2a Create media messages for diverse audiences.</p> <p>10.2b Credit information sources.</p> <p>10.2d Analyze the impact of selected media formats on meaning.</p> <p>10.2h Monitor, analyze, and use multiple streams of simultaneous information.</p> <p>10.1d Assume responsibility for specific group tasks.</p> <p>10.1c Demonstrate the ability to work effectively with diverse teams including setting rules and goals for group work such as coming to informal consensus, taking votes on key issues, and presenting alternate views.</p> <p>10.1f Use a variety of strategies to listen</p>	<p>10.3d Explain the meaning of common idioms.</p> <p>10.3e Explain the meaning of literary and classical allusions and figurative language in text.</p> <p>10.4m Use reading strategies to monitor comprehension throughout the reading process.</p> <p>10.5c Skim materials to develop an overview and locate information.</p> <p>10.4l Compare and contrast character development in a play to characterization in other literary forms.</p> <p>10.5f Draw conclusions and make inferences on explicit and implied information using textual support as evidence.</p> <p>10.5g Analyze and synthesize information</p>	<p>10.6 a. Engage in writing as a recursive process.</p> <p>10.6k Elaborate ideas clearly through word choice.</p> <p>10.6l Use textual evidence to compare and contrast multiple texts.</p> <p>10.6m Revise writing for clarity of content, accuracy, and depth of information.</p> <p>10.6n Write and revise to a standard acceptable both in the workplace and in postsecondary education.</p> <p>10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>10.7a Use parallel structure across sentences and</p>	<p>10.8a Verify the accuracy, validity, and usefulness of information.</p> <p>10.8b Analyze the information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>10.8c Evaluate and select evidence from a variety of sources to introduce counterclaims and to support claims.</p> <p>10.8d Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as MLA.</p>	<p>Short Fiction: "Antaeus" by Borden Deal</p> <p>"The Pedestrian" by Ray Bradbury</p> <p>"The Sword in the Stone" by Mallory</p> <p>"The Tale of Sir Launcelot du Lake" by Mallory</p> <p>"Theseus" by Hamilton</p> <p>"Sigurd, the Dragon Slayer" by Coolidge</p> <p>Nonfiction: "Don't Can Your Aluminum" by The Earth Works Group</p> <p>"A Couple of Really Neat Guys" by Dave Barry</p> <p>"Better Together: Pairing Fiction and Nonfiction in the High School Classroom" https://www.weareteachers.com/better-together-pairing-fiction-and-nonfiction-in-the-high-school-classroom/</p>	<p>Anticipatory Set/Opener: Respond to the prompt How would you promote yourself through the media?</p> <p>-Quick Write/Access Prior Knowledge</p> <p>Guided Practice: -Using a multi-flow map, analyze a character from a play and from a story or ballad. Write a response which details the differences between these two characters. Use textual evidence in your response. Write an analytical and/or reflective essay on the character(s).</p> <p>-Group discussions, both formal and informal (Roundtable and Socratic Seminar)</p> <p>-Annotate the text</p> <p>-SOL Persuasive/Argument Planning and Essay</p> <p>-Class Discussions</p>

<p>actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</p> <p>10.1g Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.</p> <p>10.1h Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.</p> <p>10.1j Access, critically evaluate, and use information accurately to solve problems.</p> <p>10.1k Evaluate a speaker's point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning.</p>	<p>in order to solve problems, answer questions, and generate new knowledge.</p> <p>10.4a Make inferences and draw conclusions using references from the text(s) for support.</p> <p>10.4b Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.</p> <p>10.4c Interpret the cultural or social function of world and ethnic literature.</p> <p>10.4e Examine a literary selection from several critical perspectives.</p> <p>10.4h Explain the influence of historical context on form, style, and point of view of a literary text(s).</p> <p>10.4f Critique how authors use key literary elements to contribute</p>	<p>paragraphs.</p> <p>10.7b Use complex sentence structure to infuse sentence variety in writing.</p> <p>10.7c Distinguish between active and passive voice.</p> <p>10.7d Use colons correctly.</p> <p>10.7e Analyze the writing of others and suggest how writing might be improved.</p> <p>10.6d Communicate clearly the purpose of the writing using a thesis statement.</p> <p>10.6e Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure</p>	<p>h-school-classroom/</p> <p>"Setting" by John Leggett</p> <p>Poetry: "Song of the Open Road" by Walt Whitman</p> <p>"Travel" by Edna St. Vincent Millay</p> <p>Drama: "A Young Lady of Property" by Horton Foote</p> <p><i>Julius Caesar</i> by William Shakespeare</p> <p>Novels: <i>Breaking Point</i> by Alex Finn</p> <p><i>The Chocolate War</i> by Robert Cormier</p> <p><i>Homes of the Braves</i> by David Klass</p> <p><i>Scorpions</i> by Walter Dean Myers</p> <p><i>Shattering Glass</i> by Gail Giles</p> <p><i>We All Fall Down</i> by Robert Cormier</p> <p><i>1984</i> by Orwell</p>	<p>-Summaries of the text and/or how the theme impacts the texts read</p> <p>Independent Practice: -Create a Superhero persona for yourself. Include a list of special powers and/or abilities you would have. How would you make the world a better place?</p> <p>-Answer text based questions</p> <p>-Powerpoint/Prezi/Google Slide presentations</p> <p>-Figurative Language study/Dialectical Journal</p> <p>-Research theme and write short research paper on the theme and how it affected the texts used</p> <p>-SOL Persuasive/Argument Planning and Essay</p> <p>-Create video or photography presentation summary of a text</p> <p>Closure: -exit ticket - sticky note questions - summarize day's</p>
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	<p>to meaning including character development, theme, conflict, and archetypes.</p> <p>10.4g Interpret how themes are connected within and across texts.</p> <p>10.4i evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.</p> <p>10.5b Recognize an author's intended audience and purpose for writing.</p> <p>10.5i Summarize, paraphrase, and synthesize ideas, while maintaining meaning and logical sequence of events, within and between texts.</p> <p>10.5j Use reading strategies throughout the reading process to monitor comprehension.</p>			<p>Functional Text:</p> <p>https://www.inc.com/a/my-morin/10-ways-you-might-be-giving-other-people-too-much-power-over-your-life-without-even-realizing-it.html</p> <p>https://diamondleadership.com/wp-content/uploads/2017/01/Power-psych-influencesfinal-20170112.pdf</p>	<p>lesson</p> <ul style="list-style-type: none"> - review vocab -Thinking Map for summarizing day's topics <p>Formative Assessment:</p> <ul style="list-style-type: none"> -Questions based on text -Reading Quiz -Annotations <p>Summative Assessment:</p> <ul style="list-style-type: none"> -Multi-genre Research Paper -With a partner, create a T-shirt, a marketing proposal, and a commercial to promote an idea expressed in one of the selections. In groups of 3-4 members, create a list of rules that would be necessary in setting up a new society. -Essays -SOL Prompt
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THEME: 7 Love

STRATEGY FOCUS: Making Connections, Visualizing, Synthesizing, and Summarizing

APPROXIMATE TIME: 4.5 weeks

SKILLS TARGETED:

- **Communication/Multimodal Literacies:**
 - Make strategic use of multimodal tools
 - Use information to accurately solve problems
- **Reading:**
 - Identify misconceptions, conflicting information, point of view, and bias
 - Discuss the social/cultural role of literature
 - Discuss the influence of historical context on literary form
- **Writing/Research:**
 - Engage in writing as a recursive process
 - Write and revise to an acceptable standard for the workplace and postsecondary education
 - Write a multi paragraph essay using persuasive/argument writing techniques including counterclaim/counterargument and rebuttal with support

SKILLS SPIRALED:

- Find, evaluate, and select credible resources to create a research product
- Use complex sentence structure to infuse sentence variety in writing
- Distinguish between active and passive voice
- Credit information sources
- Cite quoted and paraphrased ideas
- Use colons correctly
- Analyze the writing of others and suggest how writing might be improved
- Evaluate and select evidence from a variety of sources to introduce counter claims and support claims and rebuttals
- Elaborate ideas clearly through word choice
- Compare and contrast information for intent and content
- Identify main idea and theme
- Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
10.1a Make strategic use of multimodal tools.	10.3d Explain the meaning of common idioms.	10.6a Engage in writing as a recursive process.	10.8a Verify the accuracy, validity, and usefulness of	Short Fiction: "The Death Trap" by Paul Gallico	Anticipatory Set/Opener: -Write a love letter to someone who has made a

<p>10.1b Credit information sources.</p> <p>10.1g respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.</p> <p>10.1i Access, critically evaluate, and use information accurately to solve problems.</p> <p>10.2f Evaluate the motives (e.g. social, commercial, political) behind media presentation(s).</p> <p>10.2c Evaluate sources for relationships between intent, factual content, and opinion.</p> <p>10.2g Describe possible cause and effect relationships between mass media coverage and public opinion trends.</p>	<p>10.3e Explain the meaning of literary and classical allusions and figurative language in text.</p> <p>10.5c Skim materials to develop an overview and locate information.</p> <p>10.4h Explain the influence of historical context on the form, style, and point of view of a literary text(s).</p> <p>10.5f Draw conclusions and make inferences on explicit and implied information using textual support as evidence.</p> <p>10.5g Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.</p> <p>10.5j Use reading strategies throughout the reading process to monitor comprehension.</p> <p>10.4f Critique how authors use key literary</p>	<p>10.6k Elaborate ideas clearly through word choice.</p> <p>10.6l Use textual evidence to compare and contrast multiple texts.</p> <p>10.6m Revise writing for clarity of content, accuracy, and depth of information.</p> <p>10.6n Write and revise to a standard acceptable both in the workplace and in postsecondary education.</p> <p>10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>10.7a Use parallel structure across sentences and paragraphs.</p> <p>10.7b Use complex sentence structure to infuse sentence variety in writing.</p> <p>10.7c Distinguish between active and passive voice.</p>	<p>information.</p> <p>10.8b Analyze the information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>10.8c Evaluate and select evidence from a variety of sources to introduce counterclaims and to support claims.</p> <p>10.8d Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as MLA.</p>	<p>"Love is Not Concerned" by Alice Walker</p> <p>"The Street of the Canon" by Josephina Niggli</p> <p>"The Bass, the River, and Sheliamant" by W.D. Wetherell</p> <p>"Honor" by Betty Dahlin</p> <p>"Catch the Moon" by Judith Ortiz Cofer</p> <p>"Night Calls" by Lisa Fugard</p> <p>Poetry: "She Loved Him All Her Life" by Lynne Alvarez</p> <p>"Love is Not Concerned" by Alice Walker</p> <p>"Love Poem" by Joyce Carol Oates</p> <p>"Mother to Son" by Langston Hughes</p> <p>"Shall I Compare Thee to a Summer's Day" by Shakespeare</p> <p>"Heart! We will Forget Him" by Dickinson</p>	<p>positive impact on your life.</p> <p>-Quick Write/Access Prior Knowledge</p> <p>Guided Practice: -Read a poem and complete a SIFT handout. Write an analytical/interpretive essay.</p> <p>-Group discussions, both formal and informal (Roundtable and Socratic Seminar)</p> <p>-Annotate the text</p> <p>-SOL Persuasive/Argument Planning and Essay</p> <p>-Class Discussions</p> <p>-Summaries of the text and/or how the theme impacts the texts read</p> <p>Independent Practice: -Choose a romantic poem and highlight figurative language used by the poet. Write a reflective essay on how this affected your emotions. Or, write an analytical/expository essay on the use of figurative language.</p> <p>-Answer text based questions</p>
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	<p>elements to contribute to meaning including character development, theme, conflict, and archetypes.</p> <p>10.4a Make inferences and draw conclusions using references from the text(s) for support.</p> <p>10.4b Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.</p> <p>10.4c Interpret the cultural or social function of world and ethnic literature.</p> <p>10.4g Interpret how themes are connected within and across texts.</p> <p>10.4i evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.</p> <p>10.5b Recognize an author's intended</p>	<p>10.7d Use colons correctly.</p> <p>10.7e Analyze the writing of others and suggest how writing might be improved.</p> <p>10.6d Communicate clearly the purpose of the writing using a thesis statement.</p> <p>10.6e Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.</p> <p>10.6j Blend multiple forms of writing including embedding a narrative to produce effective essays.</p>		<p>Three Japanese Tankas</p> <p>"Barbara Allan"</p> <p>"Fireworks" by Amy Lowell</p> <p>"The Flying Cat" by Naomi Shihab Nye</p> <p>Nonfiction: "Jane Eyre and the Gytrash" by Mimi Rogers</p> <p>Novels: <i>Jane Eyre</i> by Charlotte Bronte</p> <p><i>The Fault in Our Stars</i> by John Green</p> <p><i>My Sister's Keeper</i> by Jodi Picoult</p> <p>Drama: <i>The Brute</i> by Anton Chekhov</p> <p><i>A Midsummer Night's Dream</i></p> <p><i>Twelfth Night</i></p>	<p>-Powerpoint/Prezi/Google Slide presentations</p> <p>-Figurative Language study/Dialectical Journal</p> <p>-SOL Persuasive/Argument Planning and Essay</p> <p>-Research theme and write short research paper on the theme and how it affected the texts used</p> <p>-Create video or photography presentation summary of a text</p> <p>Closure: -exit ticket</p> <p>- sticky note questions</p> <p>- summarize day's lesson</p> <p>- review vocab</p> <p>-Thinking Map for summarizing day's topics</p> <p>Formative Assessment: -Find a poem and a song which share a common theme. Compare and contrast how the two pieces use figurative language and characterization. Write an analytical/interpretive essay on the figurative</p>
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	<p>audience and purpose for writing.</p> <p>10.5i Summarize, paraphrase, and synthesize ideas, while maintaining meaning and logical sequence of events, within and between texts.</p> <p>10.4j Compare/contrast details in literary and informational texts.</p> <p>10.4k Compare and contrast how literary devices convey a message and elicit a reader's emotions.</p> <p>10.5h Analyze ideas within and between selections providing textual evidence.</p>				<p>language. Or, write a reflective essay on how the theme affects the reader.</p> <p>-Questions based on text</p> <p>-Reading Quiz</p> <p>-Annotations</p> <p>Summative Assessment:</p> <p>-Research Paper or Project (Victorian Era history, famous historical couples, writers or poets, etc)</p> <p>-Essays</p> <p>-Projects</p> <p>-SOL Prompt</p>
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NINE WEEKS 4

Division Required Assessments: ACPS Writing Prompt (persuasive/argument), NW4 Division Reading & Writing Assessment, Analytical(Expository)/Interpretive Essay, and Reflective Essay

Ongoing Assessments: Common Assessments

THEME 8: Chaos**STRATEGY FOCUS:** Making Connections, Inferring, Using Background Knowledge, Synthesizing**APPROXIMATE TIME:** 4.5 Weeks**SKILLS TARGETED:**

- **Communication/Multimodal Literacies:**
 - Evaluate a speaker's point of view
 - Evaluate a speaker's use of evidence and reasoning to identify faulty use of rhetoric
 - Analyze the purpose of information and persuasion used in diverse media formats
- **Reading:**
 - Explain the importance of historical context on the content and form of a piece of literature
- **Writing/Research**
 - Analyze ideas used within and between selections to provide textual evidence
 - Revise writing for clarity, accuracy, and depth of information
 - Write a multi-paragraph essay using persuasive/argument writing techniques including counterclaim/counterargument and rebuttal with support

SKILLS SPIRALED:

- Cite sources
- Use colons correctly
- Verify the validity, accuracy, and usefulness of information
- Credit and evaluate sources
- Revise writing for clarity, accuracy, and depth of information
- Form logical conclusions based on evidence
- Persuasive/Argument writing techniques including counterclaim/counterargument and rebuttal with support
- Cite sources using the MLA format
- Adjust writing to make it audience appropriate
- Understand text structure and features
- Compare and contrast informational texts
- Interpret and incorporate data from resources including maps, charts, and graphs
- Make inferences and draw conclusions
- Use reading strategies

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
10.1k Evaluate a speaker's point of view,	10.3f Extend general and cross-curricular	10.6d Communicate clearly the purpose of	10.8a Verify the accuracy, validity, and	Nonfiction: "The Rights to the Streets of	Anticipatory Set/Opener:

<p>reasoning, use of evidence, rhetoric, and identify any faulty reasoning.</p> <p>10.2e Analyze the purpose of information and persuasive/argument techniques used in diverse media formats.</p> <p>10.1a Make strategic use of multimodal tools.</p> <p>10.2b Credit information sources.</p> <p>10.1g Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.</p> <p>10.2f Evaluate the motives (e.g. social, commercial, political) behind media presentation(s).</p> <p>10.2g Describe possible cause and effect relationships between mass media coverage and public opinion trends.</p>	<p>vocabulary through speaking, listening, reading, and writing.</p> <p>10.4h Explain the influence of historical context on the form, style, and point of view of a literary text(s).</p> <p>10.4m Use reading strategies to monitor comprehension throughout the reading process.</p> <p>10.5h Analyze ideas within and between selections, providing textual evidence.</p> <p>10.5b Recognize an author's intended audience and purpose for writing.</p> <p>10.5i Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events within and between texts.</p> <p>10.5d Compare and contrast informational texts for intent and content.</p>	<p>the writing using a thesis statement.</p> <p>10.6e Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure</p> <p>10.6k Elaborate ideas clearly through word choice.</p> <p>10.6l Use textual evidence to compare and contrast multiple texts.</p> <p>10.6m Revise writing for clarity of content, accuracy, and depth of information.</p> <p>10.6n Write and revise to a standard acceptable both in the workplace and in postsecondary education.</p> <p>10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>10.7a Use parallel structure across sentences and</p>	<p>usefulness of information.</p> <p>10.8b Analyze the information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>10.8c Evaluate and select evidence from a variety of sources to introduce counterclaims and to support claims.</p> <p>10.8d Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as MLA.</p>	<p>Memphis" by Richard Wright</p> <p>"The Black Death by James Cross Giblin</p> <p>"The War Escalates" and "Dear Folks"</p> <p>"Declaration of Independence from the War in Vietnam" by Martin L. King, Jr.</p> <p>Short Fiction:</p> <p>"Dandelion Wine" by Ray Bradbury</p> <p>"The Euphio Question" by Kurt Vonnegut</p> <p>"A Start in Life" by Ruth Suckow</p> <p>"The Weapon" by Fredric Brown</p> <p>"Four O'Clock" by Price Day</p> <p>"Where Have You Gone, Charming Billy" by Tim O'Brien</p> <p>Poetry:</p> <p>"Warning" by Jenny Joseph</p> <p>"Chaos" by Stanley Moss</p> <p>https://medschool.ucsd.edu/som/fmph/research/mindfulness/mindfulness-resources/Pages/Mi</p>	<p>-Writing Response or Journal: Describe a chaotic event that changed your life. Share with a partner and offer advice on how to revise writing for clarity and content.</p> <p>-Quick Write/Access Prior Knowledge</p> <p>Guided Practice:</p> <p>-Use Episodic notes from <i>Tools for Thought</i> by Jim Burke to have students identify and visualize the most important moments from a reading selection. Students share this information with a partner.</p> <p>-SOL Persuasive/Argument Planning and Essay</p> <p>-Students will listen to songs which incorporate elements also found in the novel and identify the common themes.</p> <p>-Group discussions, both formal and informal (Roundtable and Socratic Seminar)</p> <p>-Annotate the text</p> <p>-Class Discussions</p>
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		<p>paragraphs.</p> <p>10.7b Use complex sentence structure to infuse sentence variety in writing.</p> <p>10.7c Distinguish between active and passive voice.</p> <p>10.7d Use colons correctly.</p> <p>10.7e Analyze the writing of others and suggest how writing might be improved.</p>		<p>ndful-Poetry.aspx www.poets.org</p> <p>Drama: "Visit to a Small Planet" by Gore Vidal</p> <p>Media: "Lose Yourself" by Eminem</p> <p>"Numb" by Linkin Park</p> <p>Novels: <i>Things Fall Apart</i> by Chinue Achebe</p> <p>"A Separate Peace" by Knowles</p> <p>"Challenger Deep" by Neal Shusterman</p> <p>Functional Text: https://www.wikihow.com/stay-calm-when-things-are-chaotic</p>	<p>-Summaries of the text and/or how the theme impacts the texts read</p> <p>Independent Practice: -Read and summarize a recent article that is reflective of chaos in society. Discuss whether or not the writer's point of view includes faulty reasoning or bias. Write a persuasive/argument essay based on topics from the article.</p> <p>-SOL Persuasive/Argument Planning and Essay</p> <p>-Answer text based questions</p> <p>-Powerpoint/Prezi/Google Slide presentations</p> <p>-Figurative Language study/Dialectical Journal</p> <p>-Research theme and write short research paper on the theme and how it affected the texts used</p> <p>-Create video or photography presentation summary of a text</p> <p>Closure: -exit ticket</p>
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					<ul style="list-style-type: none"> - sticky note questions - summarize day's lesson - review vocab -Thinking Map for summarizing day's topics <p>Formative Assessment:</p> <ul style="list-style-type: none"> -Questions based on text -Reading Quiz -Annotations <p>Summative Assessment:</p> <ul style="list-style-type: none"> -Multigenre Research Project -Essays -SOL Prompt
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THEME: 9. Resiliency
STRATEGY FOCUS: Visualizing, Summarizing, Synthesizing, and Making Connections
APPROXIMATE TIME: 4.5 weeks

SKILLS TARGETED:

- **Communication/Multimodal Literacies:**
 - Make strategic use of multimodal tools
- **Reading:**
 - Evaluate literature from several critical perspectives
 - Analyze information gathered from diverse sources by identifying misconceptions, conflicting information, point of view, fact vs. opinion, and bias
- **Writing/Research:**
 - Clearly state and defend a position using reasons and sufficient evidence and maintaining an organized structure and a formal style.
 - Elaborate ideas through word choice
 - Write and revise to a standard acceptable in the workplace and postsecondary education
 - Write a multi-paragraph essay using persuasive/argument writing techniques including counterclaim/counterargument and rebuttal with support

SKILLS SPIRALED:

- Credit and cite information sources for quoted and paraphrased ideas
- Verify the accuracy, validity, and usefulness of information.
- Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- Persuasive/Argument writing techniques including counterclaim/counterargument and rebuttal with support
- Evaluate and select evidence from a variety of sources to introduce counter claims and to support counter claims.
- Cite sources for both quoted and paraphrased ideas using MLA.
- Write and revise to a standard acceptable both in the workplace and in post secondary education.
- Demonstrate ethical use of the Internet.
- Annotate
- Assume responsibility for a specific group task.
- Summarize, paraphrase, and synthesize ideas

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
10.1b and 10.2b Credit information sources. 10.2e Analyze the purpose of information and persuasive/argument	10.5h Analyze ideas within and between selections, providing textual evidence. 10.4f Draw conclusions and make inferences on	10.6g Clearly state and defend a position using reasons and sufficient evidence from credible sources as support. 10.6d Communicate	10.8b Analyze information gathered from diverse sources by identifying misconceptions main and supporting ideas, conflicting information,	Novels: <i>Homecoming</i> by Cynthia Voigt <i>Life of Pi</i> by Yann Martel <i>The Contender</i> by	Anticipatory Set/Opener: Take a quiz to determine your resiliency in the face of adversity.

<p>techniques used in diverse media formats.</p> <p>10.2f Evaluate the motives (e.g. social, commercial, political) behind media presentation(s).</p> <p>10.2g Describe possible cause and effect relationships between mass media coverage and public opinion trends.</p> <p>10.2c Evaluate sources for relationships between intent, factual content, and opinion.</p>	<p>explicit and implied information using textual support as evidence.</p> <p>10.5f Draw conclusions and make inferences on explicit and implied information using textual support as evidence.</p> <p>10.5i Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events within and between texts.</p> <p>10.3f Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p> <p>10.4a Make inferences and draw conclusions using references from the text(s) for support.</p> <p>10.4b Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.</p> <p>10.4g Interpret how</p>	<p>clearly the purpose of the writing using a thesis statement.</p> <p>10.6e Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure</p> <p>10.6k Elaborate ideas clearly through word choice.</p> <p>10.6l Use textual evidence to compare and contrast multiple texts.</p> <p>10.6m Revise writing for clarity of content, accuracy, and depth of information.</p> <p>10.6n Write and revise to a standard acceptable both in the workplace and in postsecondary education.</p> <p>10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>10.7a Use parallel structure across</p>	<p>and point of view or bias.</p> <p>10.8d Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the MLA.</p>	<p>Robert Lipsyte</p> <p><i>The Book Thief</i> by M. Zusak</p> <p>"The Old Man and the Sea" by Ernest Hemingway</p> <p>Poetry: Sylvia Plath poetry--"Morning Song," "Lady Lazarus," and "the Colossus"</p> <p>www.poets.org</p> <p>https://medschool.ucsf.edu/som/fmph/research/mindfulness/mindfulness-resources/Pages/Mindful-Poetry.aspx</p> <p>Short Fiction: "The Treasure of Lemon Brown" by Walter Dean Myers</p> <p>"Searching for Summer" by Joan Aiken</p> <p>Nonfiction: <i>My Left Foot</i> by Christy Brown</p> <p>"Rules of the Game" by Amy Tan</p> <p>"Wilma" by Wilma Rudolph</p> <p>"Darkness at Noon" by Harold Krents</p>	<p>Guided Practice: -Read two different selections. Annotate as you read. Then, summarize or paraphrase the two pieces and write a brief review of the pieces. Write a persuasive/argument essay from the two selections.</p> <p>-Group discussions, both formal and informal (Roundtable and Socratic Seminar)</p> <p>-Annotate the text</p> <p>-Class Discussions</p> <p>-Summaries of the text and/or how the theme impacts the texts read</p> <p>-SOL Persuasive/Argument Planning and Essay</p> <p>Independent Practice: -Research a famous person who was resilient in overcoming a challenge or setback. Share a summary of this individual's journey with the class. Write a research paper/essay on this person.</p> <p>-SOL Persuasive/Argument</p>
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	<p>themes are connected within and across texts.</p> <p>10.4i Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.</p> <p>10.4j Compare/contrast details in literary and informational texts.</p>	<p>sentences and paragraphs.</p> <p>10.7b Use complex sentence structure to infuse sentence variety in writing.</p> <p>10.7c Distinguish between active and passive voice.</p> <p>10.7d Use colons correctly.</p> <p>10.7e Analyze the writing of others and suggest how writing might be improved.</p>		<p>"Typhoid Fever" from <i>Angela's Ashes</i> by Frank McCourt</p> <p>Excerpt from <i>Born on the Fourth of July</i> by Ron Kovic</p> <p>"The Fear and the Flames" by Jimmy Breslin</p> <p>"The RMS Titanic" by Hanson W. Baldwin</p> <p>"Explorers Say There's Still Lots to Look for" by Helen O'Neill</p> <p>Media: "The Full Story of Muhammad Ali" (Documentary) - https://www.youtube.com/watch?v=P3HYPkfd2v8</p> <p>Functional Text: https://www.inc.com/thompson-wall/the-10-step-prescription-for-building-resilience-to-stress.html</p> <p>https://www.verywellmind.com/ways-to-become-more-resilient-2795063</p> <p>apps.nacada.ksu.edu/apps/intlconf_media/uploads/handouts/2016/59-H03.pdf</p>	<p>Planning and Essay</p> <p>-Answer text based questions</p> <p>-Powerpoint/Prezi/Google Slide presentations</p> <p>-Figurative Language study/Dialectical Journal</p> <p>-Research theme and write short research paper on the theme and how it affected the texts used</p> <p>-Create video or photography presentation summary of a text</p> <p>Closure: -exit ticket</p> <p>- sticky note questions</p> <p>- summarize day's lesson</p> <p>- review vocab</p> <p>-Thinking Map for summarizing day's topics</p> <p>Formative Assessment: -With a partner, review an article for an online blog or article from Teen</p>
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					<p>Ink or another source, then edit the selection for clarity and word choice.</p> <p>-Questions based on text</p> <p>-Reading Quiz</p> <p>-Annotations</p> <p>Summative Assessment:</p> <p>-Culminating Project</p>
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VDOE SKILL PROGRESSION CHARTS

Key for Progression Charts

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced and appears in the grade-level reading standards.	I
The skill is not formally introduced in the grade level reading standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades.	P

Strand: Communication and Multimodal Literacies

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Listen actively and speak using agreed-upon rules for discussion.	I	I	I	I	I	P	P	P	P	P	P	P	P
Follow implicit rules for conversation, including taking turns and staying on topic.	I	I	P	P	P	P	P	P	P	P	P	P	P
Listen and speak in informal conversations with peers and adults.	I	I	P	P	P	P	P	P	P	P	P	P	P
Discuss various texts and topics collaboratively and with partners.	I	I	I	P	P	P	P	P	P	P	P	P	P

Use voice level, phrasing, and intonation appropriate for various language situations.	I	I	I	P	P	P	P	P	P	P	P	P	P	P
Ask how and why questions to seek help, get information, or clarify information.	I	I	I	P	P	P	P	P	P	P	P	P	P	P
Work respectfully with others.	I	I	I	I	P	P	P	P	P	P	P	P	P	P
Listen and respond to a variety of text and media.	I	I	P	P	P	P	P	P	P	P	P	P	P	P
Initiate conversation with peers and adults	-	I	P	P	P	P	P	P	P	P	P	P	P	P
Adapt or change oral language to fit the situation.	-	I	I	I	I	I	I	I	P	P	P	P	P	P
Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.	-	-	I	I	I	I	I	I	P	P	P	P	P	P
Share information orally with appropriate facts and relevant details.	-	-	I	I	P	P	P	P	P	P	P	P	P	P
Participate as a contributor and leader in collaborative and partner discussions.	-	-	I	I	I	I	P	P	P	P	P	P	P	P
Create a simple presentation using multimodal tools.	-	-	I	I	I	P	P	P	P	P	P	P	P	P
Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.	-	-	-	I	I	I	P	P	P	P	P	P	P	P
Orally summarize information expressing ideas clearly.	-	-	-	I	I	I	P	P	P	P	P	P	P	P
Use language appropriate for context and audience.	-	-	-	I	I	I	P	P	P	P	P	P	P	P
Organize ideas sequentially or around major points of information using appropriate facts and relevant details.	-	-	-	I	I	I	P	P	P	P	P	P	P	P
Contribute to group discussions across content areas.	-	-	-	-	I	I	P	P	P	P	P	P	P	P
Connect comments to the remarks of others.	-	-	-	-	I	I	I	I	P	P	P	P	P	P
Use specific vocabulary to communicate ideas.	-	-	-	-	I	I	P	P	P	P	P	P	P	P
Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.	-	-	-	-	I	I	I	P	P	P	P	P	P	P
Locate, organize, and analyze information from a variety of multimodal texts.	-	-	-	-	I	I	I	I	I	P	P	P	P	P
Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	P	P	P	P	P	P	P
Evaluate group activities.	-	-	-	-	-	-	I	P	P	P	P	P	P	P
Analyze the effectiveness of participant interactions.	-	-	-	-	-	-	I	I	I	P	P	P	P	P
Evaluate one's own contributions to discussions.	-	-	-	-	-	-	I	I	I	P	P	P	P	P
Give collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	I	I	P	P	P	P	P
Make statements to communicate agreement or tactful disagreement with others' ideas.	-	-	-	-	-	-	-	I	I	I	P	P	P	P
Exhibit willingness to make necessary compromises to accomplish a goal.	-	-	-	-	-	-	-	I	I	I	I	P	P	P
Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	-	-	-	-	-	-	-	-	I	I	I	P	P	P
Select, organize, and create multimodal content that encompasses opposing points of view.	-	-	-	-	-	-	-	-	I	I	I	I	P	P

Respond to audience questions and comments.	-	-	-	-	-	-	-	-	I	I	P	P	P
Differentiate between Standard English and informal language.	-	-	-	-	-	-	-	-	I	P	P	P	P
Evaluate presentations.	-	-	-	-	-	-	-	-	I	I	I	P	P
Assist with setting rules for group work, including informal consensus, taking votes on key issues, presentation of alternate views, and goal setting.	-	-	-	-	-	-	-	-	-	I	I	I	I
Access, critically evaluate, and use information accurately to solve problems.	-	-	-	-	-	-	-	-	-	-	I	I	I
Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric and identify any faulty reasoning.	-	-	-	-	-	-	-	-	-	-	I	I	I
Anticipate and address alternative or opposing perspectives and counterclaims.	-	-	-	-	-	-	-	-	-	-	-	I	I
Evaluate various techniques used to construct arguments in multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	I	I
Critique effectiveness of multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	-	I
Media Literacy	-	-	-	-	-	-	-	-	-	-	-	-	-
Differentiate between auditory, visual, and written media messages and their purposes.	-	-	-	-	I	I	P	P	P	P	P	P	P
Compare and contrast how ideas and topics are depicted in a variety of media and formats.	-	-	-	-	I	I	I	I	P	P	P	P	P
Identify the purpose and audience of auditory, visual, and written media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P
Identify the characteristics and effectiveness of a variety of media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P
Interpret information presented in diverse media formats and explain how it contributes to the topic.	-	-	-	-	-	-	I	I	I	P	P	P	P
Craft and publish audience-specific media messages.	-	-	-	-	-	-	I	I	I	P	P	P	P
Identify persuasive/argument/informative techniques used in media.	-	-	-	-	-	-	-	I	I	I	P	P	P
Distinguish between fact and opinion, and between evidence and inference.	-	-	-	-	-	-	-	I	I	P	P	P	P
Describe how word choice, visual images, and sound convey a viewpoint.	-	-	-	-	-	-	-	I	I	P	P	P	P
Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.	-	-	-	-	-	-	-	-	I	I	P	P	P
Evaluate sources for relationships between intent and factual content.	-	-	-	-	-	-	-	-	I	I	P	P	P
Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).	-	-	-	-	-	-	-	-	I	I	P	P	P
Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.	-	-	-	-	-	-	-	-	I	I	P	P	P
Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.	-	-	-	-	-	-	-	-	-	I	I	P	P
Monitor, analyze, and use multiple streams of simultaneous information.	-	-	-	-	-	-	-	-	-	I	I	I	P

Analyze the impact of selected media formats on meaning.	-	-	-	-	-	-	-	-	-	-	-	I	P	P
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Strand: Reading

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Relate previous experiences to what is read.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify text features.	I	I	I	I	P	P	P	P	P	P	P	P	P
Set a purpose for reading.	-	I	I	I	P	P	P	P	P	P	P	P	P
Make and confirm predictions.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify theme.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify the main idea.	-	I	I	I	P	P	P	P	P	P	P	P	P
Ask and answer questions using the text for support.	-	-	I	I	I	I	P	P	P	P	P	P	P
Describe characters, setting, and plot events in fiction and poetry.	-	-	I	I	I	I	P	P	P	P	P	P	P
Identify the conflict and resolution.	-	-	I	I	I	P	P	P	P	P	P	P	P
Summarize stories and events with beginning, middle, and end in the correct sequence.	-	-	I	I	I	P	P	P	P	P	P	P	P
Draw conclusions based on the text.	-	-	I	I	I	P	P	P	P	P	P	P	P
Make connections between reading selections.	-	-	-	I	I	I	I	P	P	P	P	P	P
Compare and contrast settings, characters, and plot events.	-	-	-	I	I	I	P	P	P	P	P	P	P
Differentiate between fiction and nonfiction.	-	-	-	I	I	P	P	P	P	P	P	P	P
Identify the author's purpose.	-	-	-	I	I	I	P	P	P	P	P	P	P
Summarize information found in nonfiction texts.	-	-	-	I	I	I	P	P	P	P	P	P	P
Identify supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Describe how the choice of language, setting, and characters contributes to the development of plot.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify genres.	-	-	-	-	I	I	P	P	P	P	P	P	P
Draw conclusions/make inferences about text using the text as support.	-	-	-	-	I	I	P	P	P	P	P	P	P
Compare/contrast details in literary and informational nonfiction texts.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify cause-and-effect relationships.	-	-	-	-	I	I	P	P	P	P	P	P	P
Distinguish between fact and opinion.	-	-	-	-	I	I	P	P	P	P	P	P	P
Discuss the impact of setting on plot development.	-	-	-	-	-	I	I	P	P	P	P	P	P
Describe character development.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between first and third person point of view.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between free verse and rhymed poetry.	-	-	-	-	-	I	I	P	P	P	P	P	P
Explain how an author's choice of vocabulary contributes to the author's style.	-	-	-	-	-	I	I	I	P	P	P	P	P
Skim materials to develop a general overview of content and to locate specific information.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify organizational pattern(s).	-	-	-	-	-	I	I	I	P	P	P	P	P

Identify transitional words and phrases that signal an author's organizational pattern.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.	-	-	-	-	-	-	I	I	I	P	P	P	P
Describe how word choice and imagery contribute to the meaning of a text.	-	-	-	-	-	-	I	I	I	P	P	P	P
Identify and analyze the author's use of figurative language.	-	-	-	-	-	-	I	I	I	P	P	P	P
Analyze ideas within and between selections providing textual evidence.	-	-	-	-	-	-	I	I	I	I	P	P	P
Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.	-	-	-	-	-	-	-	I	I	I	P	P	P
Identify the source, viewpoint, and purpose of texts.	-	-	-	-	-	-	-	I	I	I	P	P	P
Explain the use of symbols and figurative language.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast authors' styles.	-	-	-	-	-	-	-	-	I	I	P	P	P
Analyze details for relevance and accuracy.	-	-	-	-	-	-	-	-	I	I	P	P	P
Identify the characteristics that distinguish literary forms.	-	-	-	-	-	-	-	-	-	I	P	P	P
Analyze the cultural or social function of a literary text.	-	-	-	-	-	-	-	-	-	I	I	P	P
Explain the influence of historical context on the form, style, and point of view of a written work.	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify characteristics of expository, technical, and persuasive/argument texts.	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify a position/argument to be confirmed, disproved, or modified.	-	-	-	-	-	-	-	-	-	I	I	P	P
Evaluate clarity and accuracy of information.	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.	-	-	-	-	-	-	-	-	-	I	I	P	P
Examine a literary selection from several critical perspectives.	-	-	-	-	-	-	-	-	-	-	I	I	P
Compare and contrast character development in a play to characterization in other literary forms.	-	-	-	-	-	-	-	-	-	-	I	I	P
Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.	-	-	-	-	-	-	-	-	-	-	I	I	P
Analyze literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze the use of dramatic conventions.	-	-	-	-	-	-	-	-	-	-	-	I	I
Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical-thinking questions about the text(s).	-	-	-	-	-	-	-	-	-	-	-	I	I
Read and correctly interpret an application for employment, workplace documents, or an application for college admission.	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze technical writing for clarity.	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze false premises, claims, counterclaims, and other evidence in persuasive/argument writing.	-	-	-	-	-	-	-	-	-	-	-	I	I

Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.	-	-	-	-	-	-	-	-	-	-	-	I	I
Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.	-	-	-	-	-	-	-	-	-	-	-	-	I

Strand: Writing

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Differentiate pictures from writing.	I	P	P	P	P	P	P	P	P	P	P	P	P
Generate ideas.	I	I	I	P	P	P	P	P	P	P	P	P	P
Compose simple sentences.	I	I	I	P	P	P	P	P	P	P	P	P	P
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify audience and purpose.	-	I	I	I	I	P	P	P	P	P	P	P	P
Use prewriting activities.	-	I	I	I	I	I	I	P	P	P	P	P	P
Focus on one topic.	-	I	I	I	P	P	P	P	P	P	P	P	P
Organize writing to suit purpose.	-	I	I	I	P	P	P	P	P	P	P	P	P
Revise writing by adding description.	-	I	I	I	P	P	P	P	P	P	P	P	P
Write an opinion and give a reason.	-	I	I	I	I	P	P	P	P	P	P	P	P
Engage in the writing process.	-	-	I	I	I	I	P	P	P	P	P	P	P
Use strategies for organization according to writing type.	-	-	I	I	I	I	P	P	P	P	P	P	P
Organize writing to include a beginning, middle and end.	-	-	I	I	P	P	P	P	P	P	P	P	P
Write facts to support the main idea.	-	-	I	I	I	P	P	P	P	P	P	P	P
Revise writing for clarity.	-	-	I	I	I	I	P	P	P	P	P	P	P
Write a clear topic sentence focusing on main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Elaborate by adding supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use transition words for sentence variety.	-	-	-	I	I	I	P	P	P	P	P	P	P
Give fact based support for opinions.	-	-	-	I	I	I	P	P	P	P	P	P	P
Write a paragraph focusing on a main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Select audience and purpose.	-	-	-	-	I	I	P	P	P	P	P	P	P
Narrow the topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Recognize different forms of writing have different patterns of organization.	-	-	-	-	I	I	P	P	P	P	P	P	P
Write related paragraphs on the same topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Utilize elements of style, including word choice and sentence variation.	-	-	-	-	I	I	I	P	P	P	P	P	P
Clearly state a position including reasons and evidence to persuade the intended audience.	-	-	-	-	-	I	I	I	P	P	P	P	P
Write multiparagraph compositions.	-	-	-	-	I	I	P	P	P	P	P	P	P
Use precise and descriptive vocabulary to create voice and tone.	-	-	-	-	-	I	I	P	P	P	P	P	P
Compose thesis statements for expository and persuasive/argument writing.	-	-	-	-	-	-	I	I	I	P	P	P	P

Select vocabulary and information to enhance central idea, tone, and voice.	-	-	-	-	-	-	I	I	I	P	P	P	P
Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	-	-	-	-	-	-	I	I	I	P	P	P	P
Use transition words and phrases within and between paragraphs	-	-	-	-	-	-	-	I	I	I	I	P	P
Distinguish between fact and opinion to support a position.	-	-	-	-	-	-	-	I	I	P	P	P	P
Develop and modify the central idea, tone and voice to fit the audience and purpose.	-	-	-	-	-	-	-	I	I	I	P	P	P
Use clauses and phrases for sentence variety.	-	-	-	-	-	-	-	I	I	P	P	P	P
Clearly state and defend a position with reasons and evidence from credible sources.	-	-	-	-	-	-	-	I	I	I	I	P	P
Identify a counter-claim and provide a counter-argument.	-	-	-	-	-	-	-	-	I	I	I	P	P
Blend multiple forms of writing including embedding a narrative.	-	-	-	-	-	-	-	-	-	I	I	P	P
Use textual evidence to compare and contrast multiple texts.	-	-	-	-	-	-	-	-	-	I	I	P	P
Arrange paragraphs in a logical progression using transitions between paragraphs and ideas.	-	-	-	-	-	-	-	-	-	I	I	P	P
Adjust writing content, technique, and voice for a variety of audiences and purposes.	-	-	-	-	-	-	-	-	-	-	I	P	P
Show relationships between claims, reasons and evidence and include a conclusion that follows logically from the information presented.-	-	-	-	-	-	-	-	-	-	-	I	P	P
Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.	-	-	-	-	-	-	-	-	-	-	I	I	I
Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.	-	-	-	-	-	-	-	-	-	-	-	I	I
Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	-	-	-	-	-	-	-	-	-	-	-	I	I
Use a variety of rhetorical strategies to accomplish a specific purpose.	-	-	-	-	-	-	-	-	-	-	-	-	I
Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.	-	-	-	-	-	-	-	-	-	-	-	-	I
Write to clearly describe personal qualifications for potential occupational or educational opportunities.	-	-	-	-	-	-	-	-	-	-	-	-	I

Strand: Writing (Grammar)

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use complete sentences.	-	I	I	I	P	P	P	P	P	P	P	P	P
Capitalize all proper nouns and the word I.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use singular and plural nouns and pronouns.	-	I	I	I	P	P	P	P	P	P	P	P	P
Use apostrophes in contractions and possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use contractions and singular possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use past and present verb tense.	-	-	I	I	P	P	P	P	P	P	P	P	P

Use commas in a series.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use subject-verb agreement.	-	-	-	I	I	P	P	P	P	P	P	P	P
Use noun-pronoun agreement.	-	-	-	I	P	P	P	P	P	P	P	P	P
Eliminate double negatives.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use quotation marks with dialogue.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use plural possessives.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use adjective and adverb comparisons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use interjections.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use prepositional phrases.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use commas to indicate interrupters, items in a series, and to indicate direct address.	-	-	-	-	-	I	P	P	P	P	P	P	P
Edit for fragments and run-ons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use coordinating conjunctions.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	-	-	-	I	I	P	P	P	P	P
Use pronoun-antecedent agreement to include indefinite pronouns.	-	-	-	-	-	-	I	I	P	P	P	P	P
Maintain consistent verb tense across paragraphs.	-	-	-	-	-	-	I	I	I	P	P	P	P
Edit for verb tense consistency and point of view.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use quotation marks with dialogue and direct quotations.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use and punctuate correctly varied sentence structures to include conjunctions and transition words.	-	-	-	-	-	-	-	-	I	P	P	P	P
Correctly use pronouns in prepositional phrases with compound objects.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use comparative and superlative degrees in adverbs and adjectives.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use parallel structures across sentences and paragraphs.	-	-	-	-	-	-	-	-	-	I	P	P	P
Use appositives, main clauses, and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	I	P	P
Use commas and semicolons to distinguish and divide main and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	I	P	P
Distinguish between active and passive voice.	-	-	-	-	-	-	-	-	-	-	I	P	P
Use colons correctly.	-	-	-	-	-	-	-	-	-	-	-	I	P
Use verbals and verbal phrases to achieve sentence conciseness and variety.	-	-	-	-	-	-	-	-	-	-	-	-	I

Strand: Research

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Generate topics of interest.	I	I	I	P	P	P	P	P	P	P	P	P	P
Generate questions to gather information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify pictures, texts, or people as sources of information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Find information from provided sources.	I	I	I	P	P	P	P	P	P	P	P	P	P
Gather and record information.	-	I	I	P	P	P	P	P	P	P	P	P	P

Organize information in writing or a visual display.	-	-	I	I	P	P	P	P	P	P	P	P	P	P
Create a research product.	-	-	I	I	P	P	P	P	P	P	P	P	P	P
Describe the difference between plagiarism and using one's own words.	-	-	I	I	P	P	P	P	P	P	P	P	P	P
Access appropriate resources.	-	-	-	I	I	I	P	P	P	P	P	P	P	P
Collect and organize information about the topic.	-	-	-	I	I	P	P	P	P	P	P	P	P	P
Evaluate the relevance of information.	-	-	-	I	I	I	P	P	P	P	P	P	P	P
Demonstrate ethical use of the Internet.	-	-	-	I	I	I	I	I	P	P	P	P	P	P
Collect and organize information from multiple resources.	-	-	-	-	I	I	I	P	P	P	P	P	P	P
Give credit to sources used in research.	-	-	-	-	I	I	I	P	P	P	P	P	P	P
Formulate and revise questions about a research topic.	-	-	-	-	-	-	I	I	P	P	P	P	P	P
Evaluate and analyze the validity and credibility of sources.	-	-	-	-	-	-	I	I	I	P	P	P	P	P
Cite primary and secondary sources.	-	-	-	-	-	-	I	I	I	P	P	P	P	P
Avoid plagiarism by using one's own words and follow ethical and legal guidelines for gathering and using information.	-	-	-	-	-	-	I	I	I	P	P	P	P	P
Synthesize information from multiple sources.	-	-	-	-	-	-	-	I	I	I	P	P	P	P
Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.	-	-	-	-	-	-	-	-	I	I	I	P	P	P
Cite sources using Modern Language Association (MLA) or American Psychological Association (APA) style.	-	-	-	-	-	-	-	-	I	I	I	P	P	P
Quote, summarize, and paraphrased research findings.	-	-	-	-	-	-	-	-	I	I	I	P	P	P
Publish findings and respond to feedback.	-	-	-	-	-	-	-	-	I	I	I	P	P	P
Verify the validity and accuracy of all information.	-	-	-	-	-	-	-	-	-	I	I	I	P	P
Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.	-	-	-	-	-	-	-	-	-	I	I	I	P	P
Synthesize relevant information from primary and secondary sources and present it in a logical sequence.	-	-	-	-	-	-	-	-	-	-	-	I	P	P
Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.	-	-	-	-	-	-	-	-	-	-	-	-	P	P

