

**PLANNED COURSE  
ENGLISH**

<b>Academic Standard(s) For English</b>	
<b>1.2 Reading Informational Text – Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between text with focus on textual evidence.</b>	
<b>Common Core Standards</b>	<b>Performance Standards</b>
<b>A. Key Ideas and Details/Main Idea</b> CC.1.2.9.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. L.N. 1.1.1 L.N. 1.3.3 L.N. 2.3.3	<b>L.N.1.1</b> Use appropriate strategies to analyze an author's purpose and how it is achieved in literature. <b>L.N.1.1.1</b> Identify and/or analyze the author's intended purpose of a text.  <b>L.N.1.3</b> Use appropriate strategies to comprehend literature during the reading process. <b>L.N.1.3.2</b> Summarize the key details and events of a nonfictional text in part or as a whole.  <b>L.N.2.3</b> Use appropriate strategies to compare, analyze, and evaluate literary elements. <b>L.N.2.3.3</b> Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction. Plot may also be called action. <ul style="list-style-type: none"> <li>• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</li> <li>• the relationship between elements of the plot and other components of a text</li> <li>• how the author structures plot to advance the action</li> </ul>
<b>B. Key Ideas and Details /Text Analysis</b> CC. 1.2.9.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. L.N.1.1.2 L.N.1.3.1 L.N.2.1.1 L.N.2.1.2	<b>L.N.1.1</b> Use appropriate strategies to analyze an author's purpose and how it is achieved in literature. <b>L.N.1.1.2</b> Explain, describe, and/or analyze examples of a text that support the author's intended purpose.  <b>L.N.1.3</b> Use appropriate strategies to comprehend literature during the reading process. <b>L.N.1.3.1</b> Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.  <b>L.N.2.1</b> Use appropriate strategies to make and support interpretations of literature. <b>L.N.2.1.1</b> Make inferences and/or draw conclusions based on text analysis. <b>L.N.2.1.2</b> Cite evidence from a text to support generalizations.

**C. Key Ideas and Details – Text Analysis  
– Analysis Development/Connections**

CC.1.2.9.C

Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

L.N.1.1.3

L.N.1.3.3

L.N.2.3.3

L.N.2.3.5

**D. Craft and Structure – Point of View**

CC.1.2.9.D

Determine an author's particular point of view and analyze how rhetoric advances the point of view.

L.N.2.3.6

**L.N.1.1** Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

**L.N.1.1.3** Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.

**L.N.1.3** Use appropriate strategies to comprehend literature during the reading process.

**L.N.1.3.3** Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.

**L.N.2.3** Use appropriate strategies to compare, analyze, and evaluate literary elements.

**L.N.2.3.3** Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction. Plot may also be called action.

- elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
- the relationship between elements of the plot and other components of a text
- how the author structures plot to advance the action

**L.N.2.3.5** Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:

- the relationship between the tone, style, and/or mood and other components of a text
- how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
- how diction, syntax, figurative language, sentence variety, etc., determine the author's style

**L.N.2.3** Use appropriate strategies to compare, analyze, and evaluate literary elements.

**L.N. 2.3.6** Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:

- the point of view of the narrator as first person or third person point of view
- the impact of point of view on the meaning of a text as a whole

**E. Craft and Structure – Text Structure**

CC.1.2.9.E

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

L.N.1.1.3

L.N.2.3.4

L.N.2.4.1

L.N.2.4.2

L.N.2.4.3

L.N.2.4.4

L.N.2.4.5

**L.N.1.1** Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

**L.N.1.1.3** Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.

**L.N.2.3** Use appropriate strategies to compare, analyze, and evaluate literary elements.

**L.N.2.3.4** Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:

- the relationship between the theme and other components of a text
- comparing and contrasting how major themes are developed across genres
- the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
- the way in which a work of literature is related to the themes and issues of its historical period

**L.N.2.4** Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.

**L.N.2.4.1** Identify, analyze, and evaluate the structure and format of complex informational texts.

**L.N.2.4.2** Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.

**L.N.2.4.3** Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.

**L.N.2.4.4** Make connections between a text and the content of graphics and charts.

**L.N.2.4.5** Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.

**F. Craft and Structure – Vocabulary**

CC.1.2.9.F

Analyze how words and phrases shape meaning and tone in texts.

L.N.1.1.4

**L.N.1.1** Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

**L.N.1.1.4** Explain how an author's use of key words or phrases in text informs or influences the reader.

**G. Integration of Knowledge and Ideas – Diverse Media**

CC.1.2.9.G

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

L.N.2.2.3

L.N.2.2.1

L.N.2.4.4

**L.N.2.2** Use appropriate strategies to compare, analyze, and evaluate literary forms.

**L.N.2.2.1** Analyze how literary form relates to and/or influences meaning of text.

**L.N.2.2.3** Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

**L.N.2.4** Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.

**L.N.2.4.4** Make connections between a text and the content of graphics and charts.

**H. Integration of Knowledge and Ideas – Evaluating Arguments**

CC.1.2.9.H

Delineate and evaluate the argument and specific claims in a text assessing the validity or reasoning and relevance of evidence.

L.N.2.5.4

L.N.2.5.6

**I. Integration of Knowledge and Ideas – Analysis Across Text**

CC.1.2.9.I

Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

**J. Vocabulary Acquisition and Use**

CC.1.2.9.J

Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.N.1.2.4

L.N.1.2.1

L.N.1.2.2

L.N.1.2.3

**K. Vocabulary Acquisition and Use**

CC.1.2.9.K

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

L.N.1.2.4

L.N.1.2.1

L.N.1.2.2

L.N.1.2.3

**L.N. 2.5** Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

**L.N.2.5.4** Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.

**L.N.2.5.6** Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfiction text.

**L.N.2.5** Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

**L.N. 2.5.1** Differentiate between fact and opinion.

**L.N.2.5.2** Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.

**L.N.2.5.3** Distinguish essential from nonessential information.

**L.N.2.5.5** Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfiction text.

**L.N.1.2** Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

**L.N.1.2.1** Identify and/or apply a synonym or antonym of a word used in a text.

**L.N.1.2.2** Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.

**L.N.1.2.3** Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

**L.N.1.2.4** Draw conclusions about connotations of words.

**L.N.1.2** Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

**L.N.1.2.1** Identify and/or apply a synonym or antonym of a word used in a text.

**L.N.1.2.2** Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.

**L.N.1.2.3** Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

**L.N.1.2.4** Draw conclusions about connotations of words.

<p><b>L. Range of Reading</b> CC.1.2.9.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. L.N.2.2.2</p>	<p><b>L.N.2.2</b> Use appropriate strategies to compare, analyze and evaluate literary forms. <b>L.N.2.2.2</b> Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p>
---	--

**PLANNED COURSE  
ENGLISH**

<b>Academic Standard(s) For English</b>	
<b>1.3 Reading Literature –</b> <b>Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b>	
<b>Common Core Standards</b>	<b>Performance Standards</b>
<b>A. Key Ideas and Details/Theme</b> CC.1.3.9.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. L.F.1.1.1 L.F.1.1.2 L.F.1.3.1 L.F.1.3.2	<b>L.F.1.1</b> Use appropriate strategies to analyze an author's purpose and how it is achieved in literature. <b>L.F.1.1.1</b> Identify and/or analyze the author's intended purpose of a text. <b>L.F.1.1.2</b> Explain, describe, and/or analyze examples of a text that support the author's intended purpose.  <b>L.F.1.3</b> Use appropriate strategies to comprehend literature during the reading process. <b>L.F.1.3.1</b> Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. <b>L.F.1.3.2</b> Summarize the key details and events of a fictional text, in part or as a whole.
<b>B. Key Ideas and Details/Text Analysis</b> CC.1.3.9.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. L.F.1.1.1 L.F.2.1.2 L.F.1.3.1	<b>L.F.1.1</b> Use appropriate strategies to analyze an author's purpose and how it is achieved in literature. <b>L.F.1.1.1</b> Identify and/or analyze the author's intended purpose of a text.  <b>L.F.2.1</b> Use appropriate strategies to make and support interpretations of literature <b>L.F.2.1.2</b> Cite evidence from a text to support generalizations.  <b>L.F.1.3</b> Use appropriate strategies to comprehend literature during the reading process. <b>L.F.1.3.1</b> Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
<b>C. Key Ideas and Details/Literary Elements</b> CC.1.3.9.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. L.F.1.1.3 L.F.2.3.1 L.F.2.3.4	<b>L.F.1.1</b> Uses appropriate strategies to analyze an author's purpose and how it is achieved in literature. <b>L.F.1.1.3</b> Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.  <b>L.F.2.3</b> Use appropriate strategies to compare, analyze, and evaluate literary elements. <b>L.F.2.3.1</b> Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction. Character may also be called narrator or speaker. <ul style="list-style-type: none"> <li>• the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text</li> <li>• the relationship between characters and other components of a text</li> <li>• the development of complex characters and their roles and functions within a text</li> </ul> <b>L.F.2.3.4</b> Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: <ul style="list-style-type: none"> <li>• the relationship between the theme and other components of a text</li> </ul>

**D. Craft and Structure – Point of View**

CC.1.3.9.D

Determine an author's particular point of view and analyze how rhetoric advances the point of view.

L.F.2.3.6

**E. Craft and Structure – Text Structure**

CC.1.3.9.E

Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

L.F.1.1.3

L.F.2.3.2

L.F.2.3.3

L.F.2.5.1

L.F.2.5.3

**F. Craft and Structure – Vocabulary**

CC.1.3.9.F

Analyze how words and phrases shape meaning and tone in texts.

L.F.2.3.5

L.F.2.5.1

- comparing and contrasting how major themes are developed across genres
- the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
- the way in which a work of literature is related to the themes and issues of its historical period

**L.F.2.3** Use appropriate strategies to compare, analyze, and evaluate literary elements.

**L.F.2.3.6** Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:

- the point of view of the narrator as first person or third person point of view
- the impact of point of view on the meaning of a text as a whole

**L.F.1.1** Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

**L.F.1.1.3** Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.

**L.F.2.3** Use appropriate strategies to compare, analyze, and evaluate literary elements.

**L.F.2.3.2** Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:

- the relationship between setting and other components of a text (character, plot, and other key literary elements)

**L.F.2.3.3** Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction. Plot may also be called action.

- elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
- the relationship between elements of the plot and other components of a text
- how the author structures plot to advance the action

**L.F.2.5** Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

**L.F.2.5.1** Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

**L.F.2.5.3** Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.

**L.F.2.3** Use appropriate strategies to compare, analyze, and evaluate literary elements.

**L.F.2.3.5** Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:

- the relationship between the tone, style, and/or mood and other components of a text
- how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text

<p><b>G. Integration of Knowledge and Ideas – Sources of Information</b>  CC.1.3.9.G  Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.  L.F.2.2.1  L.F.2.2.3  L.F.2.2.4  L.F.2.5.2  L.F.2.5.3</p> <p><b>H. Integration of Knowledge and Ideas – Text Analysis</b>  CC.1.3.9.H  Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.  L.F.2.2.2  L.F.2.4.1</p> <p><b>I. Vocabulary Acquisition and Use – Strategies</b>  CC.1.3.9.I  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.  L.F.1.2.1  L.F.1.2.2  L.F.1.2.3  L.F.1.2.4</p>	<p>• how diction, syntax, figurative language, sentence variety, etc., determine the author's style</p> <p><b>L.F.2.5</b> Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.  <b>L.F.2.5.1</b> Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.</p> <p><b>L.F.2.2</b> Use appropriate strategies to compare, analyze, and evaluate literary forms.  <b>L.F.2.2.1</b> Analyze how literary form relates to and/or influences meaning of a text.  <b>L.F.2.2.3</b> Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.  <b>L.F.2.2.4</b> Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.</p> <p><b>L.F.2.5</b> Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.  <b>L.F.2.5.2</b> Identify, explain, and analyze the structure of poems and sound devices.  <b>L.F.2.5.3</b> Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.</p> <p><b>L.F.2.2</b> Use appropriate strategies to compare, analyze, and evaluate literary forms.  <b>L.F.2.2.2</b> Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p> <p><b>L.F.2.4</b> Use appropriate strategies to interpret and analyze the universal significance of literary fiction.  <b>L.F.2.4.1</b> Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</p> <p><b>L.F.1.2</b> Use appropriate strategies to determine and clarify meaning of vocabulary in literature.  <b>L.F.1.2.1</b> Identify and/or apply a synonym or antonym of a word used in a text.  <b>L.F.1.2.2</b> Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.  <b>L.F.1.2.3</b> Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.  <b>L.F.1.2.4</b> Draw conclusions about connotations of words.</p>
---	---



**J. Vocabulary Acquisition and Use**

CC.1.3.9.J

Demonstrate understanding across content areas within grade 9 appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.

L.F.1.2.1

L.F.1.2.2

L.F.1.2.3

L.F.1.2.4

**K. Range of Reading**

CC.1.3.9.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

**L.F.1.2** Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

**L.F.1.2.1** Identify and/or apply a synonym or antonym of a word used in a text.

**L.F.1.2.2** Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.

**L.F.1.2.3** Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

**L.F.1.2.4** Draw conclusions about connotations of words.

**L.F.2.2** Use appropriate strategies to compare, analyze and evaluate literary forms.

**L.F.2.2.2** Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

**PLANNED COURSE  
ENGLISH**

<b>Academic Standard(s) For English</b>	
<b>1.4 Writing –</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
<b>Common Core Standards</b>	<b>Performance Standards</b>
<b>A. Informative/Explanatory</b> CC.1.4.9.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	<b>C.E.1.1</b> Write informative pieces that describe, explain, or summarize information or ideas.
<b>B. Informative/Explanatory/Focus</b> CC.1.4.9.B Write with a sharp distinct focus identifying topic, task, and audience. C.E.1.1.1	<b>C.E.1.1</b> Write informative pieces that describe, explain, or summarize information or ideas. <b>C.E.1.1.1</b> Write with a sharp controlling point and an awareness of the audience and expository task.
<b>C. Informative/Explanator/Content</b> CC.1.4.9.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. C.E.1.1.2	<b>C.E.1.1</b> Write informative pieces that describe, explain, or summarize information or ideas. <b>C.E.1.1.2</b> Demonstrate an understanding of the purpose with relevant information, content and details.
<b>D. Informative/Explanatory/Organization</b> CC.1.4.9.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. C.E.1.1.3	<b>C.E.1.1</b> Write informative pieces that describe, explain, or summarize information or ideas. <b>C.E.1.1.3</b> Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).

<p><b>E. Informative/Explanatory/Style</b> CC.1.4.9.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> <li>• Establish and maintain a formal style.</li> </ul> <p>C.E.1.1.4 C.E.2.1.1 C.E.2.1.2 C.E.2.1.3 C.E.2.1.4 C.E.2.1.5 C.E.2.1.6</p>	<p><b>C.E.1.1</b> Write informative pieces that describe, explain, or summarize information or ideas.</p> <p><b>C.E.1.1.4</b> Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.</p> <p><b>C.E.2.1</b> Revise writing to improve style, meaning, word choice, and sentence variety.</p> <p><b>C.E.2.1.1</b> Use a variety of sentence structures.</p> <p><b>C.E.2.1.2</b> Use precise language to create clarity, voice and tone.</p> <p><b>C.E.2.1.3</b> Revise to eliminate wordiness and redundancy.</p> <p><b>C.E.2.1.4</b> Revise to delete irrelevant details.</p> <p><b>C.E.2.1.5</b> Use the correct form of commonly confused words; use logical transitions.</p> <p><b>C.E.2.1.6</b> Combine sentences for cohesiveness and unity.</p> <p><b>C.E.2.1.7</b> Revise sentences for clarity.</p>
<p><b>F. Informative/Explanatory/Conventions of Language.</b> CC.1.4.9.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>C.E.1.1.5 C.E.3.1.1 C.E.3.1.2 C.E.3.1.3 C.E.3.1.4 C.E.3.1.5</p>	<p><b>C.E.1.1</b> Write informative pieces that describe, explain, or summarize information or ideas.</p> <p><b>C.E.1.1.5</b> Write with control of grammar, mechanics, spelling, usage, and sentence completion.</p> <p><b>C.E.3.1</b> Use conventions of standard written language.</p> <p><b>C.E.3.1.1</b> Spell all words correctly.</p> <p><b>C.E.3.1.2</b> Use capital letters correctly.</p> <p><b>C.E.3.1.3</b> Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly).</p> <p><b>C.E.3.1.4</b> Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers, and transitions, word order and syntax).</p> <p><b>C.E.3.1.5</b> Demonstrate correct sentence formation.</p>
<p><b>G. Opinion/Argumentative</b> CC.1.4.9.G Write arguments to support claims in an analysis of substantive topics.</p> <p><b>H. Opinion/Argumentative/Focus</b> CC.1.4.9.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> <li>• Introduce the precise claim.</li> </ul> <p>C.P.1.1.1</p>	<p><b>C.P.1.1</b> Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods.</p> <p><b>C.P.1.1</b> Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods.</p> <p><b>C.P.1.1.1</b> Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.</p>

<p><b>I. Opinion/Argumentative/Content</b> CC.1.4.9.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. C.P.1.1.2</p> <p><b>J. Opinion/Argumentative/Organization</b> CC.1.4.9.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. C.P.1.1.3</p> <p><b>K. Opinion/Argumentative/Style</b> CC.1.4.9.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> <li>• Establish and maintain a formal style.</li> </ul> <p>C.P.2.1.1 C.P.2.1.2 C.P.2.1.3 C.P.2.1.4 C.P.2.1.5 C.P.2.1.6 C.P.2.1.7</p> <p><b>L. Opinion/Argumentative/Conventions of Language</b> CC.1.4.9.L Demonstrate a grade appropriate command of the conventions of standard English</p>	<p><b>C.P.1.1</b> Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods. <b>C.P.1.1.2</b> Construct a thorough argument with consistent, relevant support through the use of persuasive strategies; address opposing viewpoints.</p> <p><b>C.P.1.1</b> Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods. <b>C.P.1.1.3</b> Organize the argument using effective strategies to develop a strong, well-supported position.</p> <p><b>C.P.1.1</b> Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods. <b>C.P.1.1.4</b> Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.</p> <p><b>C.P.2.1</b> Revise writing to improve style, meaning, word choice, and sentence variety. <b>C.P. 2.1.1</b> Use a variety of sentence structures. <b>C.P. 2.1.2</b> Use precise language to create clarity, voice, and tone. <b>C.P. 2.1.3</b> Revise to eliminate wordiness and redundancy. <b>C.P. 2.1.4</b> Revise to delete irrelevant details. <b>C.P. 2.1.5</b> Use the correct form of commonly confused words; use logical transitions. <b>C.P. 2.1.6</b> Combine sentences for cohesiveness and unity. <b>C.P. 2.1.7</b> Revise sentences for clarity.</p> <p><b>C.P.1.1</b> Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods. <b>C.P.1.1.5</b> Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p>
---	---

<p>grammar, usage, capitalization, punctuation and spelling.</p> <p>C.P.1.1.5</p> <p>C.P.3.1.1</p> <p>C.P.3.1.2</p> <p>C.P.3.1.3</p> <p>C.P.3.1.4</p> <p>C.P.3.1.5</p> <p><b>M. Narrative</b> CC.1.4.9.M Write narratives to develop real or imagined experiences or events.</p> <p><b>N. Narrative/Focus</b> CC.1.4.9.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p><b>O. Narrative/Content</b> CC.1.4.9.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p><b>P. Narrative/Organization</b> CC.1.4.9.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>Q. Narrative/Style</b> CC.1.4.9.Q Write with an awareness of the stylistic aspects of writing.</p>	<p><b>C.P.3.1</b> Use conventions of standard written language.</p> <p><b>C.P.3.1.1</b> Spell all words correctly.</p> <p><b>C.P.3.1.2</b> Use capital letters correctly.</p> <p><b>C.P.3.1.3</b> Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly).</p> <p><b>C.P.3.1.4</b> Demonstrate correct grammar and usage (e.g. verb and pronoun form and agreement, modifiers and transitions, word order, and syntax.)</p> <p><b>C.P.3.1.5</b> Demonstrate correct sentence formation.</p> <p><b>E.08.C.1.3</b> Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and well-structured event sequences.</p> <p><b>E.08.C.1.3</b> Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and well-structured event sequences.</p> <p><b>E.08.C.1.3.1</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose; maintain a controlling point.</p> <p><b>E.08.C.1.3</b> Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and well-structured event sequences.</p> <p><b>E.08.C.1.3.2</b> Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events, and/or characters.</p> <p><b>E.08.C.1.3.4</b> Use precise words and phrases, relevant descriptive details and sensory language to capture action and convey experiences and events.</p> <p><b>E.08.C.1.3</b> Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and well-structured event sequences.</p> <p><b>E.08.C.1.3.1</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose; maintain a controlling point.</p> <p><b>E.08.C.1.3.3</b> Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.</p> <p><b>E.08.C.1.3.5</b> Provide a conclusion that follows from and reflects on the narrated experiences and events.</p> <p><b>E.08.C.1.3</b> Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and well-structured event sequences.</p> <p><b>E.08.C.1.3.4</b> Use precise words and phrases, relevant descriptive details and</p>
---	--

- Use parallel structure.
- Use various types of phrases and clauses to convey meaning and add variety and interest.

### **R. Narrative/Conventions of Language**

CC.1.4.9.R

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

sensory language to capture action and convey experiences and events.

#### **E.08.D.2.1** Use knowledge of language and its conventions.

**E.08.D.2.1.1** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g. emphasizing the actor or action, expressing uncertainty, or describing a state of contrary to fact).

**E.08.D.2.1.2** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**E.08.D.2.1.3** Vary sentence patterns for meaning, reader/listener interest, and style.

**E.08.D.2.1.4** Maintain consistency in style and tone.

**E.08.D.2.1.5** Choose punctuation for effect.

**E.08.D.2.1.6** Choose words and phrases for effect.

#### **E.08.D.1.1** Demonstrate command of the conventions of standard English grammar and usage.

**E.08.D.1.1.1** Explain the function of verbals (i.e. gerunds, participles, infinitives) in general and their function in particular sentences.

**E.08.D.1.1.2** Form and use verbs in the active and passive voice.

**E.08.D.1.1.3** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

**E.08.D.1.1.4** Recognize and correct inappropriate shifts in verb voice and mood.

**E.08.D.1.1.5** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**E.08.D.1.1.6** Recognize and correct inappropriate shifts in pronoun number and person.

**E.08.D.1.1.7** Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents).

**E.08.D.1.1.8** Recognize and correct inappropriate shifts in verb tense.

**E.08.D.1.1.9** Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

**E.08.D.1.1.10** Correctly use frequently confused words (e.g., *to*, *too*, *two*, *there*, *their*, *they're*).

**E.08.D.1.1.11** Ensure subject-verb and pronoun-antecedent agreement.

#### **E.08.D.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.

**E.08.D.1.2.1** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**E.08.D.1.2.2** Use an ellipsis to indicate an omission.

**E.08.D.1.2.3** Spell correctly.

**E.08.D.1.2.4** Use punctuation (comma, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**E.08.D.1.2.5** Use punctuation to separate items in a series.

**S. Response to Literature**

CC.1.4.9.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

**E.08.E.1.1** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**E.08.E.1.1.1** Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support a writer's purpose.

**E.08.E.1.1.2** Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences, and demonstrating an understanding of the text(s).

**E.08.E.1.1.3.** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**E.08.E.1.1.4** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**E.08.E.1.1.5** Establish and maintain a formal style.

**E.08.E.1.1.6** Provide a concluding section that follows from and supports the analysis presented.

**T. Production and Distribution of Writing  
– Writing Process**

CC.1.4.9.T

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Apply the writing process to develop a piece of work (i.e. pre-write, draft, revise, edit and publish).

Revise writing by examining how the questions of purpose, audience, and genre have been addressed; examining and improving style, word, choice, sentence variety, and subtlety of meaning.

Participate in peer revision groups, to improve a work's focus, content, organization and style.

Participate in peer editing groups to improve a work's conventions.

Participate in student-teacher writing conferencing to improve the work's focus, content, organization, and style.

Participate in student-teacher writing conferences to improve the work's conventions.

**U. Technology and Publication**

CC.1.4.9.U

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Develop search procedures to locate and gather information from traditional sources (libraries) as well as electronic databases, data sets, and other electronic reference material.

Use internet technology and/or software to:

- Map concepts
- Comprehend and extract essential ideas from texts
- Analyze and evaluate texts.

Use a variety of media formats to communicate knowledge.

Use word processing software to write in a variety of formats and modes.

**V. Conducting Research**

CC.1.4.9.V

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Develop a clear research question or thesis statement.

Develop search procedures to locate and gather information from traditional sources (libraries) as well as electronic databases, data sets, and other electronic reference material.

Analyze and evaluate information from sources for relevance to the research question, topic, or thesis.

Synthesize information gathered from a variety of sources.

Evaluate information from a variety of reference sources for its relevance to the research question, topic, or thesis.

Critically evaluate primary and secondary sources for validity, perspective, bias and relationship to topic.

Document sources of information including references and works cited, using an appropriate style (e.g. MLA, APA, Chicago).

Follow the conventional style for the type of document and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

Cite all sources properly when quoting, paraphrasing and summarizing.

**W. Credibility, Reliability, and Validity of Sources**

CC.1.4.9.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Analyze and evaluate information from sources for relevance to the research question, topic or thesis.

Evaluate information from a variety of reference sources for its relevance to the research question, topic or thesis.

Critically evaluate primary and secondary sources for validity, perspective, bias and relationship to topic.

Document sources of information including references and works cited, using an appropriate style (e.g. MLA, APA, Chicago).

Cite all sources properly when quoting, paraphrasing and summarizing.

**X. Range of Writing**

CC.1.4.9.X

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

Use appropriate strategies to compare, analyze and evaluate writing forms.

Compare and evaluate the characteristics that distinguish informational writing from persuasive and narrative writing.



**PLANNED COURSE  
ENGLISH**

**Academic Standard(s) For English**

**1.5 Speaking and Listening –**

**Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

Common Core Standards	Performance Standards
<p><b>A. Comprehension and Collaboration -- Collaborative Discussion</b> CC.1.5.9.A Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>B. Comprehension and Collaboration – Evaluating Information</b> CC.1.5.9.B Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>C. Comprehension and Collaboration – Critical Listening</b> CC.1.5.9.C Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>D. Presentation of Knowledge and Ideas – Purpose, Audience, and Task</b> CC.1.5.9.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p> <p><b>E. Presentation of Knowledge and Ideas- Context</b> CC.1.5.9.E Adapt speech to a variety of contexts and tasks.</p>	<p>A. Interact effectively in discussions.</p> <ul style="list-style-type: none"> <li>maintain the focus of the discussion by contributing relevant content</li> <li>select and use appropriate language</li> <li>ask relevant and clarifying questions</li> <li>monitor the response of participants and adjust contributions accordingly</li> <li>participate in reading circles</li> <li>listen with civility to the ideas of others</li> </ul> <p>B. Analyze, evaluate, and synthesize information from a variety of reference sources for relevance to topic.</p> <ul style="list-style-type: none"> <li>critically evaluate primary and secondary sources for validity, perspective, bias, and relationship to topic</li> <li>identify sources seamlessly within delivery of presentation</li> </ul> <p>C. Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.</p> <p>D. Establish a clear and concise thesis, utilizing logical organization with attention to focus that is relevant to a specific audience.</p> <ul style="list-style-type: none"> <li>monitor the response of diverse audiences, adjusting delivery accordingly</li> </ul> <p>E. Deliver effective oral presentations by selecting and using appropriate structures, content, and language to present ideas that support a controlling, concise thesis.</p> <ul style="list-style-type: none"> <li>employ delivery methods relevant to mode (narrative, informative, persuasive) and style (formal or informal)</li> </ul>

<p><b>F. Integration of Knowledge and Ideas – Multimedia</b>  CC.1.5.9.F  Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p><b>G. Conventions of Standard English</b>  CC.1.5.9.G  Demonstrate command of the conventions of standard English when speaking based on grade 9 level and content.</p>	<p>F. Utilize appropriate technology or media to convey understanding and to engage diverse audiences.</p> <ul style="list-style-type: none"> <li>incorporate media to enhance the delivery of facts, reasons, and examples (i.e. charts, maps, diagrams, pictures, videos, etc.)</li> </ul> <p>G. Convey ideas using vocabulary and style specific to mode and context of speech and type of audience.</p> <ul style="list-style-type: none"> <li>recognize and differentiate between formal and informal presentations</li> <li>employ effective delivery techniques: volume, pace, eye contact, emphasis, gestures, and enunciation</li> </ul>
---	---

### Assessments

- Teacher and/or text generated quizzes and tests
- Journals
- Book reports
- Student essays
- Student projects
- Graphic presentations
- Oral reading
- Oral presentations
- Dramatic presentations
- Educational games
- Teacher generated assignments
- Small/large group discussions
- Teacher generated assessment standards
- Teacher developed discussion assessment standards
- Teacher generated questions/peer review forms
- Teacher monitoring
- Constructed Response scored with appropriate scoring guides
- Writing assignments scored with appropriate scoring guides
- Oral presentations scored with Wilkes-Barre Area English Department Speaking Assessment Rubric