

9-10 Grade Band ELA

Kentucky Academic Standards with Targets



English Language Arts

CCR: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: 9-10	Standard #: 1
Standard: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify strong and thorough textual evidence Discuss details the text uses to support textual analysis	Analyze text in order to provide evidence of how the text explicitly uses details to support key ideas Draw inferences from the text in order to understand how textual analysis is developed Cite strong and thorough textual evidence to support the text (explicit and inferred)		

English Language Arts

CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: 9-10	Standard #: 2
Standard: Determine a theme or central idea of a text and analyze in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Identify the central idea or theme within a text</p> <p>Identify specific details that support the development of a theme or central idea as it:</p> <ul style="list-style-type: none"> • emerges • is shaped • is refined <p>Provide an objective summary</p>	<p>Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details</p> <p>Interpret how the text supports key ideas or themes with specific details</p> <p>Formulate an objective summary that includes how the central idea:</p> <ul style="list-style-type: none"> • emerges • is shaped • Is refined by specific details 		

English Language Arts

CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: 9-10	Standard #: 3
Standard: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> • complex characters in a text • evidence in a text that makes the character complex Identify conflicting motivations Identify the theme of a story	Analyze how characters change over the course of the text Explain how characters' motivations/traits affect the plot Describe the conflicts and motivations in character(s) Analyze how the character(s)': <ul style="list-style-type: none"> • conflicts • motivations • interactions advance the plot or theme		

English Language Arts

CCR: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Strand: Reading Literature	Cluster: Craft and Structure	Grade: 9-10	Standard #: 4
Standard: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> • words and phrases • figurative words and phrases • connotative words and phrases in a text Identify words that impact meaning and tone	Determine the meaning of words and phrases as they are used in a text Determine the figurative and connotative meanings of words and phrases as they are used in a text Analyze the cumulative impact of specific word choice on meaning or tone		

English Language Arts

CCR: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.			
Strand: Reading Literature	Cluster: Craft and structure	Grade: 9-10	Standard #: 5
Standard: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify aspects of text’s structure Identify order of events in text Identify how author manipulates time Describe the effect such as: <ul style="list-style-type: none"> • mystery • tension • surprise the author uses	Analyze how author’s: <ul style="list-style-type: none"> • choice of plot structure creates an effect • order of events within a text creates an effect • manipulation of time creates an effect 		

English Language Arts

CCR: Assess how point of view or purpose shapes the content and style of a text.			
Strand: Reading Literature	Cluster: Craft & Structure	Grade: 9-10	Standard #: 6
Standard: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define cultural experience Distinguish difference between culture and cultural experience Identify the: <ul style="list-style-type: none"> • point of view or • cultural experience 	Cite details or examples of the point of view or cultural experience Examine the relationships of the point of view or cultural experience with those of other cultures as read in texts from outside the US Analyze the point of view or cultural experience using contrasting and/or supporting views from a wide array of other world literature		

English Language Arts

CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.			
Strand: Reading Literature	Cluster: Integration of Knowledge and Ideas	Grade: 9-10	Standard #: 7
Standard: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify various artistic mediums Recognize the literary and artistic use of the terms “subject” & key scene	Explain how and why an artist/author chooses to represent a subject or scene Analyze why the artist/author emphasized ideas for effect Explain what is stressed or missing from a given representation in 2 different artistic mediums		

English Language Arts

CCR: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Strand: Reading Literature	Cluster:	Grade: 9-10	Standard #: 8
Standard: Not applicable to literature			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Strand: Reading Literature	Cluster: Integration of Knowledge and Ideas	Grade: 9-10	Standard #: 9
Standard: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Distinguish between theme and topic Identify difference between primary text and source material Identify allusion, metaphor, parable, and parody	Compare/contrast the treatment of similar themes or topics from two or more texts		

English Language Arts

CCR: Read and comprehend complex literary and informational texts independently and proficiently.			
Strand: Reading Literature	Cluster: Range of Reading and Level of Text Complexity	Grade: 9	Standard: 10
Standard: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently with scaffolding as needed at the high end of the range.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify/understand in literary text: <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 - 9 with scaffolding as necessary	Comprehend in literary text: <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 – 9 with scaffolding as necessary		

English Language Arts

CCR: Read and comprehend complex literary and informational texts independently and proficiently.			
Strand: Reading Literature	Cluster: Range of Reading and Level of Text Complexity	Grade: 10	Standard: 10
Standard: By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify/understand in literary text: <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 - 9	Comprehend in literary text: <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 – 9, independently and proficiently		

English Language Arts

CCR: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: 9-10	Standard #: 1
Standard: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify strong and thorough textual evidence Discuss details the text uses to support textual analysis	Analyze text in order to provide evidence of how the text explicitly uses details to support key ideas Draw inferences from the text to support textual analysis Cite strong and thorough textual evidence to support the text (explicit and inferred)		

English Language Arts

CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: 9-10	Standard #: 2
Standard: 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.			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the central idea within a text Identify specific details that support the development of the central idea as it: <ul style="list-style-type: none"> • emerges • is shaped • is refined Provide an objective summary	Analyze how the central idea of a text emerges, is shaped and refined by specific details Interpret how the text supports key ideas with specific details Provide an objective summary that includes how the central idea emerges, is shaped, and refined by specific details		

English Language Arts

CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: 9-10	Standard #: 3
Standard: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Identify organizational patterns (e.g., cause/effect, chronological, sequential, order of importance, c/c and logical)</p> <p>Identify paragraph development strategies (e.g., facts, statistics, examples, anecdotes)</p>	<p>Determine the main ideas or events</p> <p>Examine the strategies the author uses to</p> <ul style="list-style-type: none"> • introduce his points • develop his points <p>Analyze the author's use of organizational patterns and techniques to connect ideas and communicate an overall message</p>		

English Language Arts

CCR: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: 9-10	Standard #: 4
Standard: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> • words and phrases • figurative words and phrases • connotative words and phrases • technical words and phrases in a text Identify tone of a text	Determine the meaning of words and phrases as they are used in a text, including: <ul style="list-style-type: none"> • figurative • connotative • technical meanings Analyze the cumulative effect of word choices on: <ul style="list-style-type: none"> • meaning • tone 		

English Language Arts

CCR: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.			
Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: 9-10	Standard #: 5
Standard: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g. a section or chapter).			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the author’s ideas or claims Determine the structure/text features of an informational passage	Analyze how the author uses particular: <ul style="list-style-type: none"> • sentences, • paragraphs, or • larger portions to develop or refine: <ul style="list-style-type: none"> • ideas or • claims 		

English Language Arts

CCR: Assess how point of view or purpose shapes the content and style of a text.			
Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: 9-10	Standard #: 6
Standard: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define rhetoric Identify rhetorical techniques	Analyze the author's use of rhetoric Analyze the rhetorical techniques the author uses to express his/her point of view or purpose Support your analysis with examples from the text		

English Language Arts

CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: 9-10	Standard #: 7
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify different mediums Recognize details emphasized in various sources	Analyze different accounts of the same subject told in different mediums (e.g., a person’s life story in both print and multimedia) Determine emphasized details in various accounts of a subject told in different mediums		

English Language Arts

CCR: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: 9-10	Standard #: 8
Standard: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define and identify false statements	Delineate the argument and specific claims in a text		
Define and identify fallacious reasoning	Evaluate the argument in a text		
Recognize valid reasoning	Evaluate the specific claim(s) in a text		
Recognize relevant and sufficient evidence	Assess: <ul style="list-style-type: none"> • the validity of reasoning • the relevance of the evidence • the sufficiency of the evidence Distinguish between fallacious and valid reasoning		

English Language Arts

CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: 9-10	Standard #: 9
Standard: Analyze seminal U.S. documents of historical and literary significance (e.g., <i>Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”</i>), including how they address related themes and concepts.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify seminal U.S. documents of historical and literary significance Identify the: <ul style="list-style-type: none"> • purpose • related themes and • concepts of U.S. documents of historical and literary significance	Analyze seminal U.S. documents of historical and literary significance (e.g., <ul style="list-style-type: none"> • <i>Washington’s Farewell Address</i> • <i>Gettysburg Address</i> • <i>Roosevelt’s Four Freedoms speech</i> • King’s “Letter from Birmingham Jail”) Including how they address : <ul style="list-style-type: none"> • related themes • concepts 		

English Language Arts

CCR: Read and comprehend complex literary and informational texts independently and proficiently.			
Strand: Reading Informational Text	Cluster: Range of Reading and Level of Text Complexity	Grade: 9	Standard: 10
Standard: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently with scaffolding as needed at the high end of the range.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify/understand: <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 - 9 with scaffolding as necessary	Comprehend independently: <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 – 9 with scaffolding as necessary		

English Language Arts

CCR: Read and comprehend complex literary and informational texts independently and proficiently.			
Strand: Reading Informational Text	Cluster: Range of Reading and Level of Text Complexity	Grade: 10	Standard #: 10
Standard: By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify/understand: <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and Ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 - 9	Comprehend independently: <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1 – 9		

English Language Arts

CCR: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
Strand: Writing	Cluster: Text Types and Purposes	Grade: 9-10	Standard #: 1
Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships among claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. 			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u> X </u> _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize organizational patterns in writing Define precise claim and counter claim Define and generate substantive topics or texts	Analyze a substantive topic or text to determine if it is suitable for a written argument Determine method to introduce precise claim(s) and distinguish the claim (s) from alternate or opposing claims		Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which: <ul style="list-style-type: none"> • introduces precise claim(s) • distinguishes claims from alternate or opposing claims

<p>Recognize relevant and sufficient evidence</p> <p>Define rhetorical audience</p> <p>Identify fair and unfair claims and counterclaims</p> <p>Recognize :</p> <ul style="list-style-type: none"> • transitional words, phrases, and clauses • formal style and objective tone • concluding statements or sections that support the argument presented <p>Explain audience awareness, including knowledge level and concerns</p> <p>Identify norms and conventions of disciplines</p>	<p>Determine the relationships between claims and counterclaims</p> <p>Select an organizational structure that establishes clear relationships among claim(s), counterclaims, reasons and evidence</p> <p>Develop claims and counterclaims fairly</p> <p>Analyze the knowledge level and concerns of the rhetorical audience</p> <p>Evaluate strengths and limitations of claims and counterclaims</p> <p>Link major sections of the text and create cohesion using words, phrases and clauses</p> <p>Clarify relationships a)among claims and reasons, 2)between reasons and evidence, and 3)between claims and counterclaims using words, phrases and clauses</p> <p>Develop formal writing style and objective tone while attending to the norms and conventions of the discipline</p> <p>Plan a concluding statement or section that follows from and supports the argument presented</p>		<ul style="list-style-type: none"> • creates an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence • develops claim(s) and counterclaims fairly, with evidence • points out strengths and limitations of claims and counterclaims • anticipates the audience’s knowledge level and concerns • uses words, phrases and clauses to link sections of text, create cohesion, and clarify relationship • establishes and maintains formal style and objective tone • attends to the norms and conventions of the discipline • provides a concluding statement that follows from and supports the argument presented
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English Language Arts

CCR: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
Strand: Writing	Cluster: Text Types and Purposes	Grade: 9-10	Standard #: 2
<p>Standard: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 			
<p>Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____X_____ Product</p>			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> • complex ideas • appropriate formatting • supporting details • effective transitions • precise language 	Determine organization of complex ideas		Write informative/explanatory text which: <ul style="list-style-type: none"> • examines/conveys complex ideas, concepts, information • demonstrates clear and accurate information

<ul style="list-style-type: none"> • domain specific-language <p>Identify a conclusion for the topic that follows from and supports the information or explanation presented</p>	<p>Determine appropriate:</p> <ul style="list-style-type: none"> • formatting • graphics • multimedia <p>to aid comprehension</p> <p>Determine: well-chosen, relevant, sufficient:</p> <ul style="list-style-type: none"> • facts • definitions • details • quotations <p>appropriate to the audience’s knowledge of the topic</p> <p>Determine appropriate and varied transitions that:</p> <ul style="list-style-type: none"> • link sections • create cohesion • clarify relationships among complex ideas/concepts <p>Evaluate word choice for managing complexity of tone</p> <p>Determine formal style and objective tone while attending to the norms and conventions of informative writi</p> <p>Determine an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented</p>		<p>uses:</p> <ul style="list-style-type: none"> ○ effective selection ○ organization ○ analysis of content <p>Introduce a topic and:</p> <ul style="list-style-type: none"> • organize complex ideas, concepts, and information to make important connections and distinctions • include formatting, graphics, and multimedia when useful to aiding comprehension <p>Develop the topic with:</p> <ul style="list-style-type: none"> • well-chosen, relevant, and sufficient facts • extended definitions • concrete details • quotations • other information • examples <p>appropriate to the audience’s knowledge of the topic</p> <p>Use appropriate and varied transitions to:</p> <ul style="list-style-type: none"> • link the major sections of the text, • create cohesion • clarify the relationships among complex ideas and concepts
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			<p>Use precise language and domain-specific vocabulary to manage the complexity of the topic</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented</p>
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English Language Arts

CCR: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
Strand: Writing	Cluster: Text Types & Purposes	Grade: 9-10	Standard #: 3
<p>Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 			
<p>Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ X _____ Product</p>			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify multiple points of view in narratives	Analyze multiple points of view of various narratives		Write a narrative to develop real or imagined experiences or events that: <ul style="list-style-type: none"> • engages the reader with a problem, situation, or observation and introduces a narrator and/or characters • establishes multiple points of view
Define and identify multiple plot lines	Analyze the use of multiple plot lines in narratives Use a variety of techniques to logically and sequence and connect events		

	<p>Analyze the relationships among experiences and events</p> <p>Design an organized sequence of events with dialogue to develop experiences, events, and/or characters</p> <p>Use precise, descriptive, and sensory language to develop vivid images of experiences, events, setting, characters</p> <p>Develop conclusions that reflects on what is experienced, observed, or resolved in a narrative</p>		<ul style="list-style-type: none"> • uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters • uses a variety of transitions to develop a coherent sequence of events • uses appropriate precise, descriptive, and sensory language • includes a reflective conclusion that flows from what is experienced, observed, or resolved
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English Language Arts

CCR: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
Strand: Writing	Cluster: Product and Distribution of Writing	Grade: 9-10	Standard #: 4
Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u> X </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
(The underpinning knowledge targets are found in Writing Standards 1, 2, 3,7, 8, 9 and Language Standards 1-6)	<p>Analyze the reason for writing a piece to decide on:</p> <ul style="list-style-type: none"> • task • purpose • audience <p>Determine suitable:</p> <ul style="list-style-type: none"> • idea development strategies • organization • style <p>appropriate to task purpose and audience</p> <p>(Additional underpinning reasoning targets are found Writing Standards 1, 2, 3,7, 8, 9)</p>	(The underpinning skill targets are found in Writing Standards 5, 6, 7, 10)	<p>Produce a writing piece that is clear and coherent with:</p> <ul style="list-style-type: none"> • idea development • organization • style <p>appropriate to task, purpose and audience</p> <p>(Grade-specific expectations and writing types are found in Writing Standards 1-3)</p>

English Language Arts

CCR: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
Strand: Writing	Cluster: Production and Distribution of Writing	Grade: 9-10	Standard #: 5
Standard: 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. (Editing for conventions should demonstrate command of Language standards 1 – 3 up to and including grades 9-10 on page 54.)			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Recognize how and when to:</p> <ul style="list-style-type: none"> • plan • revise • edit • rewrite • try a new approach <p>Recognize significant information for the needs of:</p> <ul style="list-style-type: none"> • audience • purpose <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 9-10 on page 54)</p>	<p>Develop and strengthen writing as needed by:</p> <ul style="list-style-type: none"> • planning • revising • editing • rewriting • trying a new approach <p>Determine focus on:</p> <ul style="list-style-type: none"> • what is most significant for a specific purpose • what is significant for a specific audience 		

English Language Arts

CCR: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
Strand: Writing	Cluster: Production & Distribution of Writing	Grade: 9-10	Standard #: 6
Standard: 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.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define flexible (e.g. continually updated) and dynamic (e.g. continually progressing with intensity and vigor) display of information Know how to keep links updated with current information	Critique their own or others' products to update or maintain new and accurate information Determine appropriate information for links	Use technology, including the Internet, to produce, revise, edit, and publish writing Demonstrate use of technology to update individual/shared writing Use technology to interact and collaborate with others for an intended purpose Demonstrate command of technology to link to appropriate sources of information	

		Use technology to display information flexibly and dynamically	
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English Language Arts

CCR: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
Strand: Writing	Cluster: Research to Build and Present Knowledge	Grade: 9-10	Standard #: 7
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> • appropriate short and sustained research topics • multiple sources on the subject of the research Use reference materials (both print and electronic material) appropriately Narrow or broaden the inquiry when appropriate	Evaluate the credibility of sources Construct and refine research questions Synthesize information from multiple sources Conduct steps for short as well as sustained research projects to answer a question Conduct short and sustained research to answer a question (including a self-generated question) or solve a problem		

English Language Arts

CCR: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
Strand: Writing	Cluster: Research to Build and Present Knowledge	Grade: 9-10	Standard #: 8
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize authoritative digital and print sources	Gather relevant information from multiple print and digital sources		
Cite in standard formats	Assess the usefulness/ authoritative print of each source in answering the research question		
Perform an advanced search			
Define and identify plagiarism	Integrate information into text selectively to: <ul style="list-style-type: none"> • maintain flow of ideas • avoid plagiarism Use advanced searches effectively		

English Language Arts

CCR: Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Strand: Writing	Cluster: Research to Build and Present Knowledge	Grade: 9-10	Standard #: 9
Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9-10 Reading standards to literature (e.g. Analyze how an author draws on...) b. Apply grades 9-10 Reading standards to literary nonfiction (e.g. Delineate and evaluate the ...)			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key ideas and details which provide evidence to support conclusions about the text accessed through research Cite textual evidence to support analysis of what the text says explicitly	Draw evidence from key ideas and details as support for research Analyze key ideas and details in a text as evidence for support understanding of text Reflect on key ideas and details in a text as evidence for support understanding of text		

English Language Arts

CCR: 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 tasks, purposes, and audiences.			
Strand: Writing	Cluster: Range of Writing	Grade: 9-10	Standard #: 10
Standard: 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 tasks, purposes, and audiences.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize: <ul style="list-style-type: none"> • task • audience • purposes 	Determine when to write: <ul style="list-style-type: none"> • routinely over extended time frames (time for research, reflection, and revision) • routinely over shorter time frames (a single sitting or a day or two) Determine organizational structure for a range of tasks, purposes, and audiences	Writes routinely over extended time frames (time for research, reflection, and revision) Writes routinely over shorter time frames (a single sitting or a day or two)	

English Language Arts

CCR: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each others' ideas and expressing their own clearly and persuasively.			
Strand: Speaking & Listening	Cluster: Comprehension & Collaboration	Grade: 9-10	Standard #: 1
<p>Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 			
<p>Type: _____ Knowledge _____ Reasoning _____ X _____ Performance Skill _____ Product</p>			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Identify key supporting ideas from reading and research as well as in context of larger themes and issues</p> <p>Describe guidelines for collegial discussion</p>	<p>Evaluate collegial discussion and decision-making processes used</p> <p>Determine goals, deadlines, and individual roles for discussion groups</p>	<p>Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts</p> <p>Facilitate discussions over designated grade 9-10 topics</p>	

<p>Describe ways to make collaborative decisions (e.g., informal consensus)</p> <p>Know how to ask thought-provoking questions</p> <p>Identify new information posed during discussion</p> <p>Identify conclusions posed during discussion or in text</p>	<p>Compare and contrast opinions and facts posed by peers on the designated issue or topic</p> <p>Formulate opinions, ideas, and conclusions based on prior and new evidence</p> <p>Analyze evidence that supports personal opinions and ideas as well as those of others</p> <p>Evaluate personal conclusions and the conclusions of others</p>	<p>Collaborate to develop guidelines for successful discussion and decision-making</p> <p>Follow agreed-upon guidelines for discussion</p> <p>Respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement</p> <p>Reference evidence from texts and research to support comments and ideas</p> <p>Pose and respond to questions by connecting to larger themes, issues, or contexts</p> <p>Engage others in discussions through questioning or responding to their ideas</p> <p>Question or respond to clarify, verify, or challenge conclusions posed by others</p> <p>Make connections to new evidence or reasoning posed to justify personal viewpoints</p>	
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English Language Arts

CCR: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
Strand: Speaking and Listening	Cluster: Comprehension and Collaboration	Grade: 9-10	Standard #: 2
Standard: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.			
Type: _____ Knowledge _____ <u>X</u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, orally) Define credibility Define accuracy	Integrate multiple sources of information presented in: <ul style="list-style-type: none"> • diverse media • formats (e.g., visually, quantitatively, orally) Evaluate the credibility of each source Evaluate the accuracy of each source		

English Language Arts

CCR: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.			
Strand: Speaking and Listening	Cluster: Comprehension and Collaboration	Grade: 9-10	Standard #: 3
Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define and identify: <ul style="list-style-type: none"> • fallacious reasoning • exaggerated evidence • distorted evidence in a speech Define and identify a speaker's: <ul style="list-style-type: none"> • point of view • reasoning • use of rhetoric • use of evidence 	Evaluate a speaker's: <ul style="list-style-type: none"> • point of view • reasoning • use of evidence • use of rhetoric 		

English Language Arts

CCR: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
Strand: Speaking and Listening	Cluster: Knowledge of Language	Grade: 9-10	Standard #: 4
Standard: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.			
Type: _____ Knowledge _____ Reasoning <u> X </u> _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Identify:</p> <ul style="list-style-type: none"> • information • findings • supporting evidence <p>Recognize that presentation of information is determined by analysis of:</p> <ul style="list-style-type: none"> • purpose • audience • task <p>Recognize what constitutes clear, concise, and logical presentation of information and findings</p>	<p>Determine:</p> <ul style="list-style-type: none"> • supporting evidence • logical organization <p>and</p> <ul style="list-style-type: none"> • appropriate development • appropriate substance • appropriate style <p>for purpose, audience, and task</p>	<p>Present:</p> <ul style="list-style-type: none"> • information • findings • supporting evidence <p>clearly, concisely, and logically such that listeners can following the line of reasoning and the:</p> <ul style="list-style-type: none"> • organization • development • substance • style <p>are appropriate to:</p> <ul style="list-style-type: none"> • purpose • audience • task 	

English Language Arts

CCR: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
Strand: Speaking and Listening	Cluster: Presentation of Knowledge and Ideas	Grade: 9-10	Standard #: 5
Standard: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			
Type: _____ Knowledge _____ Reasoning _____ X _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize digital media	<p>Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence</p> <p>Evaluate the usefulness of digital media in presentations to add interest</p>	<p>Use digital media strategically in presentations to:</p> <ul style="list-style-type: none"> • enhance understanding • add interest 	

English Language Arts

CCR: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			
Strand : Speaking and Listening	Cluster: Presentation of Knowledge and Ideas	Grade: 9-10	Standard #: 6
Standard: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.)			
Type: _____ Knowledge _____ Reasoning _____ X _____ Performance Skill _____ Product			
Learning Targets: What are the knowledge, reasoning, performance skills, and products that underpin the standard?			
Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Describe audience, situation, and purpose Identify qualities of formal and informal speech Describe formal and informal settings (The underpinning knowledge targets are found in Language Standards 1 and 3)	Evaluate audience needs (including perceptions and misconceptions) Distinguish between formal and informal speech Analyze the situation to determine if it requires formal or informal language	Speak effectively in a variety of situations Demonstrate correct language usage Adjust from informal to formal language when appropriate	

English Language Arts

CCR: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Strand: Language	Cluster: Conventions of Standard English	Grade: 9-10	Standard #: 1
Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define and identify parallel structure Recognize various types of phrases: <ul style="list-style-type: none"> • noun • verb • adjectival • adverbial • participial • prepositional • absolute Identify types of clauses: <ul style="list-style-type: none"> • independent, dependent • noun, relative, adverbial 	Demonstrate command of the conventions of standard English grammar and usage when writing Incorporate parallel structure Use various phrases and clauses to: <ul style="list-style-type: none"> • add variety and interest to writing • convey specific meanings in writing 	Demonstrate command of the conventions of standard English grammar and usage when speaking Use parallel structure Uses various phrases and clauses to: <ul style="list-style-type: none"> • add variety and interest to presentations • convey specific meanings in presentations 	

English Language Arts

CCR: Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
Strand: Language	Cluster: Conventions of Standard English	Grade: 9-10	Standard #: 2
Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. 			
Type: <u> X </u> Knowledge _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Apply correct capitalization, punctuation, and spelling when writing Know rules for semicolon use Use a semicolon to link two or more closely related independent clauses Use a conjunctive adverb to link two or more closely related independent clauses Know rules for colon use			

Use a colon to introduce a list/quotation			
Recall and apply spelling rules			
Identify and correct misspelled words			

English Language Arts

CCR: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
Strand: Language	Cluster: Knowledge of Language	Grade: 9-10	Standard #: 3
Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Understand how language functions in different context Identify and understand various guidelines in style manuals Recognize that the style of a written work should be appropriate to the discipline and writing type.	Apply knowledge of language to: <ul style="list-style-type: none"> • understand how language functions differently in different contexts • to make effective choices for meaning or style • to comprehend more fully when reading or writing Write and edit work according to style manual guidelines, appropriate for the discipline and writing type		

English Language Arts

CCR: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: 9-10	Standard #: 4
<p>Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. • Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 			
<p>Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product</p>			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify words and phrases with multiple meanings Recognize patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>)	Apply context clues (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase		

<p>Consult general and specialized reference materials (print and digital) to find:</p> <ul style="list-style-type: none"> • word pronunciation, • meaning • part of speech • etymology 	<p>Determine or clarify the meaning of unknown or multiple meaning words and phrases</p> <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple meaning word or phrase</p> <p>Verify preliminary determination of the meaning of a word or phrase (e.g., by checking inferred meaning in context or a dictionary)</p> <p>Use word patterns that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>)</p>		
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English Language Arts

CCR: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: 9-10	Standard #: 5
Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
a. Interpret figures of speech (e.g. euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize and understand the meaning of figurative language (e.g., euphemism, oxymoron)	Interpret the role of figurative language in the text		
Recognize and understand the different types of relationships of words	Analyze text's use of language		
Recognize and understand nuances in word meanings	Analyze nuances of words with similar denotations to understand words in context		

English Language Arts

CCR: 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.			
Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: 9-10	Standard #: 6
Standard: 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.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify academic and domain-specific words and phrases sufficient for: <ul style="list-style-type: none"> • reading • writing • speaking and listening Recognize and gather words and phrases important to comprehension or expression Identify appropriate resources to aid in gathering vocabulary knowledge	Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words through: <ul style="list-style-type: none"> • reading • writing • speaking and listening Acquire and use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge Select appropriate resources to aid in gathering vocabulary knowledge	Use general and domain-specific words and phrases at the college and career readiness level sufficient for: <ul style="list-style-type: none"> • reading • writing • speaking and listening Use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge by: <ul style="list-style-type: none"> • contextual clues • references/resources 	