## 2017.18 English I, ELA, Quarter 2

### Big Ideas/Key Concepts:
- **What Messages are Timeless?** Theme and Symbol in Fiction, Nonfiction, Poetry and Across Genres (Unit 4)
- **Why Do Writers Write?** Author’s Purpose in Nonfiction, Media, Fiction, and Procedural Texts (Unit 5)
- **Is it the Journey or the Destination?** Epic Poetry - *The Odyssey* (Unit 11)

### Writing Focus: Informational/Explanatory

### Ongoing Standards and Expectations

#### Reading
**Volume of reading is an important aspect of an effective ELA classroom.**

- **ENGL.RL.9** 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.
- **ENGL.RI.9** 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.
- Lexile Bands for College and Career Readiness 9th grade - 1050L-1260L

#### Writing
**Writing should be a daily activity in an ELA classroom. Research instruction should be included in each quarter.**

- **ENGL.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **ENGL.W.5** 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.
- **ENGL.W.6** 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.
- **ENGL.W.7** 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.
- **ENGL.W.8** Gather relevant information from multiple print and digital sources; using advanced searches effectively; assess 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.

- **ENGL.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **ENGL.W.10** 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.
Language- Grammar, usage, and mechanics should be addressed through writing and explicit instruction as needed.

- Identify the troublesome aspects of the eight parts of speech, such as how to form the past and past participle of irregular but commonly used verbs.
- Combine a set of simple sentences into a single compound or complex sentence.
- Use commas correctly with appositives and introductory words, phrases, or clauses.
- Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
- Continue to review Q1 language standards.
Big Ideas/Key Concepts:
- **What Messages are Timeless?** Theme and Symbol in Fiction, Nonfiction, Poetry and Across Genres (Unit 4)
- **Why Do Writers Write?** Author’s Purpose in Nonfiction, Media, Fiction, and Procedural Texts (Unit 5)
- **Is it the Journey or the Destination?** Epic Poetry - *The Odyssey* (Unit 11)

Writing Focus: Informative/Explanatory

<table>
<thead>
<tr>
<th>Tennessee State Standards</th>
<th>Student Friendly “I Can” Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading (Literature)</strong></td>
<td></td>
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<tr>
<td>9-10.RL.KID.1</td>
<td>• I can cite strong and thorough textual evidence to support analysis of the text.</td>
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<tr>
<td></td>
<td>• I can make inferences and analyze what the text says explicitly.</td>
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<td></td>
<td>• I can determine a theme or central idea of a text and analyze its development over the course of the text.</td>
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<td>• I can determine how the theme or central idea is shaped by details.</td>
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<td>• I can provide an objective summary of the text.</td>
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<td></td>
<td>• I can analyze how complex characters develop over the course of the text.</td>
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<tr>
<td></td>
<td>• I can analyze how complex characters interact with others to develop the plot or theme.</td>
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<tr>
<td>9-10.RL.KID.2</td>
<td>• Identify and analyze how the author creates and reveals character.</td>
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<td>• I can compare and contrast characters from two or more pieces of text.</td>
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<td></td>
<td>• I can explain how their development impacts plot and/or theme.</td>
</tr>
<tr>
<td>9-10.RL.KID.3</td>
<td>• I can determine the meaning of words and phrases as they are used.</td>
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<td>• I can analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.</td>
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</table>

**ENGI.WCE.1** Analyze how the author creates and reveals characters (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

**ENGI.WCE.2** Compare and contrast characters from two or more pieces of text.
9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.

ENGI.WCE.3 Compare mood and/or tone in two or more poems explain how they affect development of similar or dissimilar theme(s) in the poems.

9-10.RL.CS.5 Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

ENGI.WCE.4 Determine the impact of setting on literary element (i.e. plot, character, theme, tone.)

9-10.RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts.

9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.

9-10.RL.IKI.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.

9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

used in a text including figurative and connotative meanings.

- I can analyze the impact of word choices on meaning and tone.
- I can determine how words evoke a sense of time and place.
- I can analyze how words set a formal or informal tone.
- I can compare mood and/or tone in two or more poems.
- I can explain how they affect development of similar theme(s) in the poems.

- I can analyze how the author’s choices about structure of a text, order of events, and time, create such effects as mystery, tension, or surprise.
- I can determine the impact of setting on literary elements.

- I can analyze how an author’s point of view or purpose shapes the style of texts.
- I can analyze a subject or key scenes in two different mediums including what is emphasized or absent.
- I can analyze a variety of related texts and evaluate how an author transform a deeper interpretation of the text.

- I can independently and proficiently read and comprehend a variety of genres of literature.
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<tr>
<th>Reading (Informational Text)</th>
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<tr>
<td><strong>9-10.RI.KID.1</strong> Anayze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</td>
<td>- I can make inferences and analyze what the text says explicitly.</td>
</tr>
<tr>
<td><strong>9-10.RI.KID.2</strong> Determine a central idea of a text and analyze its development; provide an objective or critical summary.</td>
<td>- I can determine a central idea of a text and analyze its development over the course of the text.</td>
</tr>
<tr>
<td><strong>ENGI.WCE.5</strong> Analyze two or more pieces of informational text, including media, for similar or contrasting central ideas and explain how the author supports those central ideas.</td>
<td>- I can provide an objective summary of the text.</td>
</tr>
<tr>
<td><strong>9-10.RI.KID.3</strong> Analyze how an author presents and develops key ideas and events to impact meaning.</td>
<td>- I can analyze two or more pieces of informational text, including media, for similar or contrasting ideas.</td>
</tr>
<tr>
<td><strong>9-10.RI.CS.4</strong> 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.</td>
<td>- I can explain how the author supports those central ideas.</td>
</tr>
<tr>
<td><strong>ENGI.WCE.6</strong> Analyze deductive and inductive arguments, and differentiate one from the other.</td>
<td>- I can analyze how an author develops ideas and events to impact meaning.</td>
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<tr>
<td><strong>ENGI.WCE.7</strong> Explain how various organizational structures (i.e., problem-solution, cause-effect) support development of a claim and impact the strength of the argument.</td>
<td>- I can determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical.</td>
</tr>
<tr>
<td><strong>ENGI.WCE.8</strong> Analyze and explain how two different forms of text, including media, influence the reader’s opinion of a topic.</td>
<td>- I can analyze the impact of word choices on meaning and tone.</td>
</tr>
<tr>
<td><strong>9-10.RI.CS.5</strong> Analyze how an author’s ideas or claims are developed and refined</td>
<td>- I can analyze deductive and inductive arguments, and differentiate one from the other.</td>
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<td>- I can determine the author’s point of view or purpose.</td>
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<tr>
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<td>- I can analyze how an author uses rhetoric to advance that point of view.</td>
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<tr>
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<td>- I can evaluate the topic in two diverse formats.</td>
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<td>- I can evaluate how evidence affects the argument and specific claims.</td>
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by particular sentences, paragraphs, or larger portions of a text.

9-10.RI.CS.6 Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.
9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.
9-10.RI.IKI.9 Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.
9.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

<table>
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<tr>
<td>9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</td>
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<tr>
<td>9-10.W.TTP.1a. Introduce precise claim(s).</td>
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<td>9-10.W.TTP.1b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</td>
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<tr>
<td>9-10.W.TTP.1c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</td>
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<tr>
<td>9-10.W.TTP.1d. Provide a concluding statement or section that follows from and supports the argument presented.</td>
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<tr>
<td>9-10.W.TTP.1e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</td>
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<tr>
<td>9-10.W.TTP.1f. Establish and maintain a formal style and objective tone.</td>
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- I can analyze various accounts of a subject told in different mediums and determine which details are emphasized.
- I can read and comprehend grade-appropriate literary nonfiction.

Writing
- I can use valid reasons and relevant evidence to write arguments and support claims when analyzing topics and texts.
- I can introduce precise claim(s), recognize opposing claims.
- I can develop claim(s) and counterclaims and supply evidence for each.
- I can organize claims which establish clear relationships among claim(s), counterclaims, reasons, and evidence.
- I can provide a concluding statement or paragraph that follows and supports the argument.
- I can use words, phrases, and clauses to link sections of text and clarify relationships in the argument.
- I can establish and maintain a formal style and objective tone.
9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

9-10.W.TTP.2a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

9-10.W.TTP.2b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

9-10.W.TTP.2c. 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.

9-10.W.TTP.2d. Provide a concluding statement or section that follows from and supports the information or explanation presented.

9-10.W.TTP.2e. Use appropriate formatting, graphics, and multimedia to aid comprehension.

9-10.W.TTP.2f. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

9-10.W.TTP.2g. Establish and maintain a formal style and objective tone.

9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.

9-10.W.TTP.3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.

9-10.W.TTP.3b. Sequence events so that they build on one another to create a coherent whole.

9-10.W.TTP.3c. Create a smooth progression of experiences or events.

9-10.W.TTP.3d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.

- I can write informative/explanatory texts with clarity and organization.
- I can engage an audience with a relevant introduction.
- I can organize ideas by using appropriate transitions.
- I can develop the topic with relevant facts, definitions, concrete details, and quotations appropriate to audience’s knowledge.
- I can provide an effective conclusion that supports the information presented.
- I can use appropriate formatting to aid comprehension.
- I can use precise language and domain-specific vocabulary.
- I can establish and maintain a formal style and objective tone.
- I can write narratives to develop real or imagined experiences or events.
- I can write narratives using well-chosen details and well-structured event sequences.
- I can create a problem, situation, or observation and establish multiple point(s) of view.
- I can introduce a narrator and characters creating a smooth progression of experiences or events.
- I can use narrative techniques in order to develop experiences, events, and characters.
- I can provide a conclusion that follows from and reflects on what is experienced, observed, or resolved in the narrative.
- I can use precise words, phrases, details, and sensory language to convey
### 9-10.W.TTP.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### 9-10.W.TTP.3f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### 9-10.W.TTP.3g. Establish and maintain an appropriate style and tone.

### 9-10.W.PDW.4 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.)

### 9-10.W.PDW.5 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.)

### 9-10.W.PDW.6 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.

### 9-10.W.RBP.K.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

### 9-10.W.RBP.K.8 Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<table>
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<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>9-10.W.RBP.K.9</strong></td>
<td>Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.</td>
</tr>
<tr>
<td><strong>9-10.W.RW.10</strong></td>
<td>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</td>
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**Speaking and Listening**

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<tr>
<td><strong>9-10.SL.CC.1</strong></td>
<td>Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th-10th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td><strong>9-10.SL.CC.2</strong></td>
<td>Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.</td>
</tr>
<tr>
<td><strong>9-10.SL.CC.3</strong></td>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.</td>
</tr>
<tr>
<td><strong>9-10.SL.PKI.4</strong></td>
<td>Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
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</table>

**ENGI.WCE.9** Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate, etc.).

**Speaking and Listening**

- I can effectively initiate and participate in collaborative discussions with diverse partners.
- I can build on others’ ideas and express ideas clearly.
- I can integrate multiple sources of information presented in diverse media and formats.
- I can evaluate the credibility and accuracy of each source.
- I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- I can identify fallacious reasoning or exaggerated evidence.
- I can clearly present information, findings, and evidence which are appropriate to the purpose, audience, and task.
- I can use effective methods of presentations including relevant
as well as how to include relevant descriptions, facts, or details with purpose and task in mind.

9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language
9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

9-10.L.KL.3 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.

Language
9-10.L.CSE.2 Use sentence-combining techniques while avoiding problematic comma splices, run-on sentences, and sentence fragments.

9-10.L.KL.3 I can make strategic use of digital media in presentations to enhance understanding and add interest.

Language
9-10.L.CSE.2 I can adapt a speech to a variety of contexts, and tasks while demonstrating a command of formal English.

Language
9-10.L.CSE.2 I can demonstrate a command of the conventions of Standard English grammar and usage when writing or speaking.

ENGI.WCE.10 I can use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.

ENGI.WCE.10 I can use sentence-combining techniques.

ENGI.WCE.10 I can demonstrate a command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

ENGI.WCE.10 I can explain the functions of semicolons and colons and use them correctly.

ENGI.WCE.10 I can use a style guide when it is appropriate for writing.
<table>
<thead>
<tr>
<th>9-10.L.VAU.4</th>
<th>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies.</th>
</tr>
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<tbody>
<tr>
<td>9-10.L.VUA.4a</td>
<td>Use context as a clue to the meaning of a word or a phrase.</td>
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<tr>
<td>9-10.L.VUA.4b</td>
<td>Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</td>
</tr>
<tr>
<td>9-10.L.VUA.4c</td>
<td>Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</td>
</tr>
<tr>
<td>9-10.L.VUA.4d</td>
<td>Use etymological patterns in spelling as clues to the meaning of a word or phrase.</td>
</tr>
<tr>
<td>9-10.L.VAU.5</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</td>
</tr>
<tr>
<td>9-10.L.VAU.6</td>
<td>Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
</tr>
</tbody>
</table>

- I can use knowledge of language (e.g., parts of speech, punctuation, grammar and syntax, tricky spellings, and common confusions) to make effective choices for meaning or style.
- I can use a variety of strategies to determine word meaning.
- I can use context as a clue to the meaning of a word or phrase.
- I can use morphological elements as clues to word meaning.
- I can consult both print and digital reference materials to find the pronunciation of word, determine its meaning, part of speech and etymology.
- I can demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- I can interpret figures of speech and analyze their role in a text.
- I can use grade specific words sufficient for post-secondary and workforce readiness levels.
- I can independently build vocabulary.
**Honors Addendum**

**Note:** The Honors Addendum is **REQUIRED** for all students enrolled in Honors English I. The selection of text for independent reading and development of the assignment should take place throughout the quarter, including checkpoints for peer and teacher feedback as the student’s work is in progress.

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<th>Tennessee State Standards</th>
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<tr>
<td>9-10.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text; provide an objective or critical summary.</td>
<td>● I can determine a central idea of a text and analyze its development over the course of the text. ● I can determine the relationship of the central idea to the supporting ideas in the text. ● I can analyze how the author unfolds an analysis a series of ideas or events. ● I can determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings. ● I can analyze the impact of word choices on meaning and tone.</td>
</tr>
<tr>
<td>9-10.RI.KID.3 Analyze how the author presents and develops key ideas and events to impact meaning. 9-10.RI.CS.4 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.</td>
<td>● I can analyze a detail how an author’s claims are developed. ● I can analyze how particular sentences, paragraphs, or portions of a text develop an author’s claims. ● I can determine an author’s point of view or purpose in a text. ● I can analyze how the author uses rhetorical devices to advance point of view. ● I can describe and evaluate the argument and claims in a text. ● I can assess whether the claims are valid and the evidence is relevant and sufficient.</td>
</tr>
<tr>
<td>9-10R.I.CS.5 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).</td>
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</tr>
<tr>
<td>9-10.RI.6 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.</td>
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<tr>
<td>9-10.RI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.</td>
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9-10.W.TTP.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

2b Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

2c 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 a topic.

2d Provide a concluding statement or section that follows from and supports the information presented.

2e Use appropriate formatting, graphics, and multimedia to aid comprehension.

2f Use precise language and domain-specific vocabulary to manage the complexity of the topic.

9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-10.W.PDW.5 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.

9-10.W.PDW.6 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.

9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

9-10.L.CSE.1 Demonstrate command of the conventions of standard English

• I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
• I can write informative/explanatory texts using effective selection, organization, and analysis.
• I can develop the topic with relevant facts, definitions, details, quotations, and examples.
• I can use transitions to create cohesion and clarify relationships among complex ideas.
• I can use precise language and domain-specific vocabulary to manage the topic.
• I can provide a concluding statement that follows from and supports the information presented.
• I can use appropriate formatting, graphics and multimedia to support comprehension.
• I can use precise language to domain-specific vocabulary in writing.
• I can produce clear, coherent, organized writing.
• I can develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
• I can use technology to produce, publish, and update writing.
• I can link to and display information flexibly and dynamically.
• I can write routinely over extended and shorter time frames for a variety of purposes and audiences.
grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations

| 9-10.L.CSE.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type. |

**Honors Components Options 1 and 6**
- Extended reading assignments that connect with specified curriculum
- Integration of appropriate technology into the course of study

|  | I can demonstrate a command of the conventions of Standard English grammar and usage when writing or speaking. |
|  | I can demonstrate a command of the conventions of Standard English capitalization, punctuation, and spelling when writing. |