

Language Arts Curriculum: Grade 9 and 10

Overarching Language Arts Learning Targets:

- I can read increasingly challenging high-quality, literary and informational texts that range across genres, cultures, and centuries.
- I can read appropriate level literary and informational texts to develop the complex skills and strategies necessary for automatic, independent reading.
- I can write effective informational or narrative text to persuade, explain, or convey ideas following from high quality first draft through multiple drafts to a finished product.
- I can write effectively to demonstrate understanding, to communicate clearly to an external audience, to build knowledge through research projects, and to respond analytically to literary and informational texts.
- I can actively participate in rich, structured conversations and presentations where I critically analyze, synthesize, compare, evaluate, critique, and respond.
- I can actively participate in purposeful text-centered conversation and collaboration around open-ended questions that are problem-posing and problem-solving where my responses are appropriate and supported by details and evidence.
- I can effectively complete individual and collaborative performance assignments that require me to be engaged, take ownership, be self-directed, adapt, demonstrate intellectual curiosity, and take initiative.
- I can control the conventions of standard English, and I work to develop my vocabulary.

Learning Targets:

Reading Literature	Reading Informational Text	Writing	Speaking and Listening	Language
<ul style="list-style-type: none"> • I can closely read complex grade level texts. (RL.10.10) • I can reread a text to find more information or clarify ideas. (RL.10.10) • I can use reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult, complex texts. (RL.10.10) • I can explain how a reader uses textual evidence to make inferences. (FL.9-10.1) • I can read closely and find obvious answers in a text as well as answers that require an inference. (RL.9-10.1) • I can analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly 	<ul style="list-style-type: none"> • I can define textual evidence and inference. (RI.9-10.1) • I can explain how a reader uses textual evidence to reach a logical conclusion. (RI.9-10.1) • I can read closely and find literal and inferential answers. (RI.9-10.1) • I can analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both literal and inferential questions. (RI.9-10.1) • I can define central idea. (RI.9-10.2) • I can analyze how specific details from a text construct and refine a central idea. (RI.9-10.2) 	<ul style="list-style-type: none"> • I can analyze substantive topics or texts to determine an argument that causes or has caused a debate in society, and I can choose a side of the argument and identify claims that support my choice and claims that oppose my choice. (W.9-10.1) • I can use organizational/formatting structures to develop my writing ideas. (W.9-10.4) • I can use prewriting strategies to formulate ideas. (W.9-10.5) • I can select a topic and identify and gather relevant information to share with my audience. (W.9-10.2) • I can determine the credibility of a source by reviewing who wrote it, when it was written, 	<ul style="list-style-type: none"> • I can review and/or research material(s) to be discussed and determine key points and/or central ideas. (SL.9-10.1) • I can create questions, prepare key points, and locate key textual evidence to contribute to a discussion on the given topic, text or issue to stimulate a thoughtful well-reasoned exchange of ideas. (SL.9-10.1) • I can work with peers to define the rules and roles necessary for collegial discussions and decision making. (SL.9-10.1) • I can participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions and elaborating on my own ideas 	<ul style="list-style-type: none"> • I can define and identify parallel structures, and I can use parallel structure correctly in my writing. (L.9-10.1) • I can define and identify various types of phrases and clauses, and I can use appropriate phrases and clauses to convey specific meaning and add variety and interest to writing or presentations. (L.9-10.1) • I can determine when to capitalize words. (L.9-10.2) • I can identify and explain when to use semicolons, and I can use a semicolon with a conjunctive adverb. (L.9-10.2) • I can identify and explain when to use a colon, and I can use a colon to introduce a list. (L.9-10.2) • I can identify misspelled words

<p>support both explicit and inferential questions. (RL.9-10.1)</p> <ul style="list-style-type: none"> ● I can define themes (a central idea or lesson the author is revealing). (RL.9-10.2) ● I can analyze in detail the development of a theme over the course of a text. (RL.9-10.2) ● I can compose an objective summary stating the key points of the text without adding my own opinions or feelings. (RL.9-10.2) ● I can identify and explain the role of complex characters in a text. (RL.9-10.3) ● I can analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (RL.9-10.3) ● I can define and identify various forms of figurative language (e.g. simile, metaphor, hyperbole, personification, alliteration, assonance, and onomatopoeia). (RL.9-10.4) ● I can distinguish between literal language and figurative languages. (RL.9-10.4) ● I can recognize the difference between denotative meaning and connotative meanings. (RL.9-10.4) ● I can analyze why authors choose specific words to evoke a particular meaning or tone and how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of a text. (RL.9-10.4) ● I can analyze how an author's choices concerning the structure of a text, the order of events, and the manipulation of time (e.g. pacing, flashbacks) create effects such as mystery, 	<ul style="list-style-type: none"> ● I can compose an objective summary stating the key points of the text without adding my own opinions or feelings. (RI.9-10.2) ● I can determine the overall analysis, ideas, or events being conveyed by an author. (RI.9-10.2) ● I can analyze how a text unfolds and determine the impact that the order, development, and/or connections between points have on the reader. (RI.9-10.3) ● I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia). (RI.9-10.4) ● I can distinguish between literal language and figurative languages. (RI.9-10.4) ● I can recognize the difference between denotative meaning and connotative meanings. (RI.9-10.4) ● I can recognize words that have subject-specific meaning and understand their purpose in a specific text (e.g., "stem" in an article about flowers versus "stem" in an article about cell research). (RI.9-10.4) ● I can analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of a text. (RI.9-10.4) ● I can identify particular sentences, paragraphs, or larger portions of a text that support an author's ideas or claims. (RI.9-10.5) ● I can analyze and explain how the role of particular sentences, paragraphs, or larger portions of a text helps to construct and refine the author's ideas or claims. (RI.9-10.5) 	<p>and why it was written, and evaluating the accuracy of the details presented in the source, and I can assess the usefulness of my sources to determine those that contain the information that best answers my research question. (W.9-10.8)</p> <ul style="list-style-type: none"> ● I can analyze the information and identify domain specific vocabulary for my topic. (W.9-10.2) ● I can identify the strengths and limitations of my claims and counterclaims with textual evidence found in credible sources. (W.9-10.1) ● I can present my argument in a formal style that includes an introduction, supporting details with transitions that create cohesion and clarify relationships, and provide a concluding statement/section that supports my argument. (W.9-10.1) ● I can define common organizational/formatting structures and determine the structures that will allow me to organize my complex ideas best. (W.9-10.2) ● I can present my information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions, and a concluding statement/section that supports the information. (W.9-10.2) ● I can engage my reader by introducing one or more points of view, the narrator, characters, setting, and the event(s) that starts the story in motion. (W.9-10.3) ● I can use narrative techniques to develop characters, experiences, and events where 	<p>and/or the ideas of others to propel the discussion. (SL.9-10.1)</p> <ul style="list-style-type: none"> ● I can make relevant observations and use my ideas and comments to relate the current discussion to broader themes or ideas. (SL.9-10.1) ● I can respond thoughtfully to diverse perspectives presented in a discussion, integrate them with my own when appropriate, and justify my own views based on evidence introduced by others. (SL.9-10.1) ● I can analyze the information presented in diverse media and formats (e.g. charts, graphs, tables, websites, speeches) and integrate the information to gain an overall understanding of the topic presented. (SL.9-10.2) ● I can evaluate the credibility and accuracy of various presentations. (SL.9-10.2) ● I can define point of view as how the speaker feels about the situation/topic being presented, and I can determine a speaker's point of view and explain his/her reasoning. (SL.9-10.3) ● I can define rhetoric (a technique used to persuade a listener to consider a topic from a different perspective), and I can identify when a speaker uses evidence and/or rhetoric and analyze how these techniques strengthen his/her point of view or purpose. (SL.9-10.3) ● I can recognize when a speaker introduces distorted evidence and/or incorrect reasoning to his/her argument. (SL.9-10.3) ● I can present my information, 	<p>and use resources to assist me in spelling correctly. (L.9-10.2)</p> <ul style="list-style-type: none"> ● I can identify how language functions in different contexts, and I can analyze the context of various texts and determine how language choice affects meaning, style and comprehension. (L.9-10.3) ● I can apply the guidelines in a given style manual to write and edit work. (L.9-10.3) ● I can infer the meaning of unknown words using context clues, recognize and define common affixes and roots, and break down unknown words into units of meaning to infer the definition of the unknown word. (L.9-10.4) ● I can use patterns of word changes to determine a word's meaning or part of speech. (L.9-10.4) ● I can verify my inferred meaning of an unknown word, its part of speech, and/or its etymology by consulting general and specialized reference materials. (L.9-10.4) ● I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia), and I can interpret figures of speech and analyze their overall role in the text. (L.9-10.5) ● I can recognize the difference between denotative meanings and connotative meaning, and I can analyze how certain words and phrases that have similar denotations can carry subtle shades of meaning, feeling or tone. (L.9-10.5) ● I can recognize the difference between general academic words and phrases (Tier Two
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<p>tension, or surprise. (RL.9-10.5)</p> <ul style="list-style-type: none"> ● I can analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States. (RL.9-10.6) ● I can analyze multiple texts of world literature to gain insight into the point of view of other societies and cultures. (RL.9-10.6) ● I can identify and analyze the representation of a subject or key scene from two or more different artistic mediums (e.g. poetry, painting, drama). (RL.9-10.7) ● I can determine what is emphasized or absent in each artistic medium. (RL.9-10.7) ● I can identify alluded to material found in the work of another. (RL.9-10.9) ● I can analyze and critique how authors interpret and transform themes, events, topics, etc. from other material. (RL.9-10.9) 	<ul style="list-style-type: none"> ● I can define point of view as how the author feels about the situation/topic of a text. (RI.9-10.6) ● I can define an author's point of view and explain his/her purpose for writing the text. (RI.9-10.6) ● I can define rhetoric (a technique an author uses to persuade a reader to consider a topic from a different perspective). (RI.9-10.6) ● I can identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose. (RI.9-10.6) ● I can identify various accounts of the same subject that are presented in different media formats. (RI.9-10.7) ● I can analyze various accounts of the same subject and determine which details are emphasized in each media format. (RI.9-10.7) ● I can evaluate the advantages and disadvantages in different media formats. (RI.9-10.7) ● I can identify the side of an argument an author presents in a text. (RI.9-10.8) ● I can determine the credibility of the author and his/her purpose. (RI.9-10.8) ● I can identify claims that are supported by fact(s) and those that are opinion(s). (RI.9-10.8) ● I can recognize when an author introduces irrelevant evidence, false statements, and/or fallacious reasoning to his/her argument. (RI.9-10.8) ● I can delineate and evaluate an argument using the evidence an author provides and determine if the evidence provided is relevant and sufficient enough to support the claim. (RI.9-10.8) 	<p>one event logically leads to another. (W.9-10.3)</p> <ul style="list-style-type: none"> ● I can write a logical conclusion that reflects on the experiences/events and provides a sense of closure. (W.9-10.3) ● I can use descriptive words and phrases that reveal details, appeal to the senses, and help convey a vivid picture of the experiences, events, setting, and/or characters. (W.9-10.3) ● I can signal changes in time and place by using transition words, phrases, and clauses to show the relationships among experiences and events. (W.9-10.3) ● I can recognize that a well developed piece of writing requires more than one draft, and I can apply revision strategies with the help of others. (W.9-10.5) ● I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. (W.9-10.5) ● I can analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary. (W.9-10.5) ● I can prepare multiple drafts using revisions and edits to develop and strengthen my writing, and I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach. (W.9-10.5) ● I can identify technology that will help me produce, publish, and update my individual or shared writing products, and I can determine the most efficient technology medium to complete my writing task. 	<p>findings and/or supporting evidence clearly, concisely, and logically and in a sequence that allows the listener to follow my line of reasoning. (SL.9-10.4)</p> <ul style="list-style-type: none"> ● I can prepare a presentation with organization, development, substance and style that are appropriate to purpose, task and audience. (SL.9-10.4) ● I can identify the parts of presentation, including findings, reasoning, and evidence that could use clarification, strengthening and/or additional interest. (SL.9-10.5) ● I can integrate appropriate digital media in a strategic manner to improve my presentation. (SL.9-10.5) ● I can identify various purposes for speaking/presenting information to a reader or an audience (e.g. informational, persuasive, descriptive), and I can determine which speaking tasks will require a formal structure. (SL.9-10.6) ● I can compose a formal speech that demonstrates a command of grade 9-10 Language Standards. (SL.9-10.6) 	<p>words are subtle or precise ways to say relatively simple things, e.g. <i>saunter</i> instead of <i>walk</i>) and domain-specific words and phrases (Tier Three words are subject specific, e.g. <i>lava, legislature, carburetor.</i>). (L.9-10.6)</p> <ul style="list-style-type: none"> ● I can acquire and use college and career readiness level academic and domain-specific words/phrases to demonstrate proficiency in reading, writing, speaking, and listening. (L.9-10.6) ● I can consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning. (L.9-10.6) ● I can gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression. (L.9-10.6) <p>*Tier One, Tier Two and Tier Three words are clarified in Appendix A of the Common Core Standards.</p>
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- I can identify fundamental U.S. documents that have related themes and concepts. (RI.9-10.9)
- I can analyze how different documents address related themes and concepts. (RI.9-10.9)
- I can determine how the time period and point of view of an author affects his/her perspective on a theme or concept. (RI.9-10.9)
- I can closely read complex grade level texts. (RI.9-10)
- I can reread a text to find more information or clarify ideas. (RI.9-10)
- I can use reading strategies to help me understand difficult complex text. (RI.9-10)

- (W.9-10.6)
- I can use technology to enhance my writing product by linking to other information and/or displaying information dynamically. (W.9-10.6)
 - I can define research and distinguish how research differs from other types of writing. (W.9-10.7)
 - I can focus my research around a problem to be solved, a central question that is provided, or a question I have determined. (W.9-10.7)
 - I can choose several sources and synthesize information to answer my research inquiry. (W.9-10.7)
 - I can determine if I need to narrow or broaden my inquiry and thesis based on the information gathered. (W.9-10.7)
 - I can demonstrate understanding of the subject under investigation. (W.9-10.7)
 - I can use advanced searches with multiple authoritative print and/or digital sources effectively to gather information needed to support my research. (W.9-10.8)
 - I can define plagiarism, and I can avoid plagiarism by paraphrasing/summarizing my research findings with accurate source citation. (W.9-10.8)
 - I can determine when my research data or facts must be quoted and embed the information into my text to maintain the flow of ideas. (W.9-10.8)
 - I can follow a standard format for citation to create a works cited for sources that I paraphrased or quoted in my writing. (W.9-10.8)
 - I can define and determine textual evidence that supports

		<p>my analysis, reflection, and/or research. (W.9-10.9)</p> <ul style="list-style-type: none">● I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research. (W.9-10.9)● I can recognize that different writing tasks require varied time frames to complete. (W.9-10.10)● I can identify writing styles and determine which best fits my task, purpose, and audience. (W.9-10.10)● I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (W.9-10.4)		
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