

North Gem School District 149

Language Arts – English 10

District Course #

Course Description

Open 10 One year course

Prerequisite English 9

Students will study American Literature to obtain a greater understanding of the American character, identify recurring themes and apply them to their own lives. Literary movements (with brief historical backgrounds) will be introduced as they relate to the literature studied. Writing instruction will include expository and argumentative analysis, research, narrative, and descriptive modes of discourse, focusing on effective communication and language skills.

Adopted Materials

Course Title English 10			District Reference
Instructional Objective			Standard Reference
<p>R.CCR.1. 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.</p> <p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>			10LA.2.1.1
NO.	Performance Objective	Resource Referenced in scope/Sequence	Assessment Correlation
1	Read grade level appropriate material, drawing logical, general conclusions/inference.		
2	Locate and identify information in a text that supports logical, general conclusions/inferences and answers.	Year-long	EOC, ISAT
3	Paraphrase, summarize, and/or correctly quote information as evidence of textual support.		
4	Cite strong and thorough textual evidence to support analysis of what the text explicitly says as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Year-long	EOC, ISAT
Instructional Objective			Standard Reference
<p>R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.9-10.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>			10LA.2.1.1
NO.	Performance Objective	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify the central theme or main idea of a published work.	Year-long	EOC, ISAT
2	Record specific details from the published work that shape and refine the theme.	Year-long	EOC, ISAT

3	Determine how the theme is shaped and/or refined by the specific details from the published work.		
4	Outline the theme’s development over the course of the text, including how it emerges and is shaped and refined by specific details.		
5	Summarize the key supporting details and ideas of the published work.		
Instructional Objective			Standard Reference 10LA.2.3.2
R.CCR.3 Analyze how and why individuals, events, and idea develop and interact over the course of a text. RL.9-10.3 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.			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify the complex characters with in the text and make a list of their motivations.	Year-long	EOC, ISAT
2	Determine which motivations are conflicting and how they affect the thoughts and actions of the character over the course of a text.	Year-long	EOC, ISAT
3	Identify the theme of the work and list the plot elements.	Year-long	EOC, ISAT
4	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Year-long	EOC, ISAT
Instructional Objectives			Standard Reference 10LA.2.3.6
R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and how specific word choices shape meaning or tone. RL.9-10.4 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 choice on meaning and tone(e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify the setting and tone of the text.		EOC, ISAT
2	Identify the key words and phrases from the text that create the tone and define the setting.		
3	Interpret the figurative and connotative meaning of the words and phrases.		
4	Determine the impact the words and phrases have on the text.		EOC, ISAT
5	Analyze the cumulative impact of specific word choice on meaning and tone.		EOC, ISAT
Instructional Objectives			Standard Reference 10LA.1.2.2.
R.CCR.5 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. RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), manipulate time (e.g., pacing flashbacks) create such effects as mystery, tension, or surprise.			
	Performance Objectives	Resource Referenced	Assessment

		in scope/Sequence	Correlation
1	Recognized the plot elements.		EOC, ISAT
2	Review examples of sequencing and order.		EOC, ISAT
3	Locate and explain the literary devices the author uses to advance the plot.		
4	Determine how these devices create such effects as mystery, tension, or surprise.		EOC, ISAT
5	Analyze how the author's choices concerning structure create these effects.		EOC, ISAT
Instructional Objectives			
R.CCR.6 Assess how point of view or purpose shapes the content and style of a text. RL.9-10.6 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.			Standard Reference 10LA.2.3.4
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Read a work of literature from outside the United States		EOC, ISAT
2	Paraphrase particular points of view or cultural experiences reflected in the work.		EOC, ISAT
3	Relate the points of view of cultural experiences reflected on the work to personal experiences.		
4	Compare and contrast point of view or cultural experiences reflected in the work to other works of world literature.		EOC, ISAT
Instructional Objectives			
R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. RL.9-10.7. 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., Auden's "Musee de Beaux Arts" and Breughel's Landscape with the Falls of Icarus).			Standard Reference 9-12.Spch.6.3.4
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify the representation of a subject or a key scene in two different artistic mediums.		EOC, ISAT
2	Explain the differences between what is emphasized or absent in each treatment of the subject or key scene.		EOC, ISAT
3	Determine what is emphasized or absent on each treatment of the subject or key scene.		EOC, ISAT
4	Compare and contrast the treatment of the subject or key scene between the two mediums.		
5	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.		
Instructional Objectives			
R.CCR.8. 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. RL.9-10.8. (Not applicable to literature).			
Instructional Objectives			
R.CCR.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches in authors take.			Standard Reference

RL.9-10 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.).			None
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify a work in which the author draws on another author's work.		
2	Describe similarities and differences between the original material and the transformed material.		
3	Articulate how the author transformed the material to fit his/her work.		
4	Compare the approaches the authors take.		
5	Analyze how the author of the transformed work builds on prior knowledge.		
Instructional Objectives			Standard Reference
R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.			
RL.9-10.10 By the end of grade 10 read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently.			None
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Demonstrate ability to read grade level text at an independent and proficient level through formative reading assessments.		
2	Build reading skills through scaffolding and support as the reading complexity advances.		
3	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grade 10 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
Instructional Objective			Standard Reference
R.CCR.1. 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 it.			10LA.4.4.1
RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text say explicitly as well as inferences drawn from the text.			10LA.2.1.1
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Read grade level appropriate material, drawing logical, general conclusions/inferences and answering factual question about the text.		
2	Locate and identify information in a text that supports logical, general conclusions/inferences and answers.		
3	Paraphrase, summarize, and/or correctly quote information as evidence of textual support.		
4	Cite strong and thorough textual evidence to support analysis of what the text explicitly says as well as inferences drawn from the text.		
Instructional Objective			Standard Reference
R.CCR.2 Determine central ideas themes of a text and analyze their development; summarize the key supporting details and ideas.			

RI.9-10.2 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.			10LA.2.2.1
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify the central idea of a published work.		
2	Record specific detail from the published work that shape and refine the central idea.		
3	Determine how the central idea is shaped and/or refine by the specific detail from the published work.		
4	Outline the central idea's development over the course of the text, including how it emerges and is shaped and refined by specific details.		
5	Summarize the key supporting details and ideas of the publish work without personal bias or opinion.		
Instructional Objective R.CCR.3 Analyze how and why individuals, events, and idea develop and interact over the course of a text. RI.9-10.3 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.			Standard Reference 10LA.2.3.2
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Highlight signal words and transitional words.		
2	Discuss the importance of signal words and transitional words in the structure of the text.		
3	Paraphrase the main points made by the author.		
4	Outline the author's analysis or series of ideas, specifically addressing writing strategies such as parallel structure, signal words, pacing, flashbacks, or foreshadowing.		
5	Examine the connections that are drawn between the author's chosen structural devices.		
6	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.		
Instructional Objectives R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and how specific word choices shape meaning or tone. RI.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative and technical meanings; analyze the cumulative impact of specific word choice on meaning and tone(e.g., how the language of a court opinion differs from that of a newspaper).			Standard Reference 10LA.2.3.6
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify the tone of a text and its overall meaning.		
2	Identify the key words and phrases from the text that create the tone and add to the specific meaning of the text		

	(figurative language, allusions, jargon, and technical words.		
3	Interpret the figurative and connotative meaning of the words and phrases.		
4	Determine the impact the words and phrases have on the text.		
5	Analyze the cumulative impact of specific word choices on the meaning and tone of the text.		
6	Compare/contrast two different documents and analyze the differences in meaning and tone in word choice.		
7	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).		
Instructional Objectives			Standard Reference 10LA.1.2.2
R.CCR.5 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. RI.9-10.5 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 of chapter).			
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify an author’s ideas or claims in an informational text.		
2	Locate sentences, paragraphs, or large portions of the text that support the author’s ideas or claims.		
3	Determine how the paragraphs, sentences, or large portions of the text develop or refine the author’s ideas or claims.		
4	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).		
Instructional Objectives			Standard Reference 10LA.2.3.4
R.CCR.6 Assess how point of view or purpose shapes the content and style of a text. RI.9-10.6 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.			
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Determine the author’s point of view in a text.		
2	Determine an author’s purpose in a text.		
3	Locate the rhetorical devices the author uses in the text.		
4	Examine the author’s use of rhetoric to advance his/her point of view and purpose in a text.		
5	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.		
Instructional Objectives			Standard Reference
R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			

RI.9-10.7 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.			9-12Spch.6.3.4
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Read/View an informative account of a subject in two different mediums.		
2	Explain the differences between the two mediums.		
3	Differentiate between details in the account of the subject in the two different mediums.		
4	Analyze the different accounts of the same information to determine the specific emphasis of each account.		
5	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.		
Instructional Objectives			Standard Reference
R.CCR.8 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.			
RI.9-10. 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.			10LA.2.2.3
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify an author’s argument and specific claims in the argument.		
2	Locate support/evidence for the argument.		
3	Identify false statements and fallacious reasoning included in the argument.		
4	Defend or refute the validity of the reasoning and the relevance of the supporting evidence.		
5	Delineate and evaluate the arguments and claims in text; defend or refute the writing’s effectiveness.		
Instructional Objective			Standard Reference
R.CCR.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
RI.9-10. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.			None
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify important themes and concepts in seminal documents, both as pieces of history and as pieces of literature.		
2	Make sense of the historical context and significance of each document.		
3	Determine how each seminal document addresses the themes and concepts.		
4	Compare and contrast how each seminal document addresses the themes and concepts.		

5	Analyze U.S. documents of historical significance including how they address related themes and concepts in U.S. history and literature.		
<p align="center">Instructional Objectives</p> <p>R.CCR.10. Read and comprehend complex literary and informational texts independently and proficiently. RI.9-10 By the end of grade 10, read and comprehend literary nonfiction in the grade 10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			<p align="center">Standard Reference</p> <p>None</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Demonstrate ability to read grade level text at an independent and proficient level through formative reading assessments.		
2	Build reading skills through scaffolding and support as the reading complexity advances.		
3	By the end of grade 10, read and comprehend literary nonfiction in grade 10 text complexity, with scaffolding as needed at the high end of the range.		
<p align="center">Instructional Objectives</p> <p>W.CCR.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.9-10.1a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence. Introduce precise claims(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.</p>			<p align="center">Standard Reference</p> <p>9-12Spch.6.2.10 10LA.4.3.1</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Distinguish a precise claim from an alternate or opposing claim.		
2	Create an organizational structure that established clear relationships among claims, counterclaims, reasons, and evidence.		
3	Introduce precise claims(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence		
<p align="center">Instructional Objective</p> <p>W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.9-10.1b. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence. Develop claims(s) and counterclaims fairly, supplying evidence for each while pointing out strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p>			<p align="center">Standard Reference</p> <p>None</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Distinguish between a valid and invalid source.		
2	Define and audience’s knowledge and concerns.		
3	Conduct research to support claims and counter claims.		
4	Supply evidence to support each claim and counter claim.		
5	Evaluate the strengths and limitations of each piece of evidence.		

6	Create body paragraphs to present evidence and claims		
7	Develop claim(s) and counterclaims fairly, supplying evidence for each while point out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.		
Instructional Objective			Standard Reference
<p>W.CCR.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Used word, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>			<p>9-12Spch.6.2.10</p> <p>10LA.3.3.4</p> <p>10LA.3.3.3</p> <p>10LA.3.3.2</p> <p>10LA.3.3.1</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify transitions.		
2	Define the relationships between claims(s) and reason, between reasons and evidence, and between claim(s) and counterclaims.		
3	Add transactions to student writing that clearly links the major sections of the text, creates cohesion, and clarifies the relationships between claim(s) and reasons, between claim(s) and counterclaims.		
4	Use words, phrases, and clauses to link the major section of the text, create cohesion, and clarify the relationships between claim(s) and reason between reasons and evidence, and between claim(s) and counterclaims.		
Instructional Objective			Standard Reference
<p>W.CCR.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10d. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</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>			None
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Define the discipline in which a student's writing piece fits		
2	Understand the formal style and objective tone appropriate to the norms and convention of the discipline in which they are writing.		
3	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		
4	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		
Instructional Objective			Standard Reference
<p>W.CCR.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10e. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>			<p>10LA.3.1.3</p> <p>10LA.4.2.1</p>

Provide a concluding statement or section that follows from and supports the argument presented.			
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Define the purpose of a concluding statement.		
2	Understand and apply paraphrasing and summarizing skills.		
3	Understand that the concluding statement must correlate with the introductory statement or section.		
4	Provide a concluding statement or section that follows from and supports the argument presented.		
Instructional Objectives			Standard Reference
<p>W.CCR.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.2a. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p>			10LA.3.1.2.
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Use graphic organizers/pre-writing techniques to produce a topic.		
2	Collect complex ideas, concepts and information that connect with and support the topic.		
3	Utilize formatting (e.g. headings), graphics (e.g., figures, tables), and multimedia to aid in the comprehension of topic.		
4	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 to aid in the comprehension of topic.		
Instructional Objectives			Standard Reference
<p>W.CCR.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.2b. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p>			10LA.4.2.1
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Distinguish between relevant and irrelevant facts.		
2	Define and audience's knowledge and concerns.		
3	Conduct research to support the topic and thesis statement.		

4	Supply extended definitions, concrete details, quotations, or other information and examples to support the topic and thesis statement.		
5	Create body paragraphs to present the supporting information and examples.		
6	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.		
<p style="text-align: center;">Instructional Objectives</p> <p>W.CCR.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.2c. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use appropriate and varied transactions to link the maker sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>			<p style="text-align: center;">Standard Reference</p> <p>10LA.3.3.3</p> <p>10LA3.1.3</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify several types of transitions.		
2	Define the relationships among complex ideas and concepts.		
3	Add varied transitions to student writing that clearly links the major sections of the text, create cohesion, and clarifies the relationships among complex idea and concepts.		
4	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.		
<p style="text-align: center;">Instructional Objectives</p> <p>W.CCR.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.2d. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use precise language and domain–specific vocabulary to manage the complexity of the topic.</p>			<p style="text-align: center;">Standard Reference</p> <p>10LA.3.1.4</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Find literary devices (metaphor, simile, analogy) in the writing.		
2	Find domain-specific vocabulary (jargon, clichés) in the writing		
3	Find sensory vocabulary in the writing		
4	Classify the domain-specific vocabulary and literary devices as weak or strong.		
5	Replace weak vocabulary with precise language and domain-specific vocabulary to manage the complexity of the topic.		
Instructional Objectives			Standard

<p>W.CCR.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.2e. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</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>Reference</p> <p>9-12Spch6.1.1</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Define the discipline in which a piece of student writing fits.		
2	Understand the formal style and objective tone appropriate to the norms and conventions of the discipline in which they are writing.		
3	Know and apply standard conventions for punctuation, capitalization, spelling, and grammar.		
4	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		
Instructional Objectives			Standard Reference
<p>W.CCR.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.2f. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Provide a concluding statement or section that follows from and supports the information presented (e.g., articulating implications of the significance of the topic).</p>			<p>10LA.4.2.1</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Define the purpose of a concluding statement.		
2	Understand that the concluding statement must correlate with the introductory statement or sections that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		
Instructional Objectives			Standard Reference
<p>W.CCR.3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>W.9-10.3a. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing on or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>			<p>10LA.4.1.1</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Use graphic organizers/pre-writing techniques to produce a problem or situation, or observation.		

2	Determine and choose the different points of view present in the problem, situation, or observation.		
3	Introduce a narrator and/or characters that fit the chosen problem, situation, or observation.		
4	Outline the order of events.		
5	Choose an appropriate organizational structure/strategy (e.g. Chronological, Spatial, Order of Importance, Sequential), to create a smooth progression of experiences or events.		
<p align="center">Instructional Objectives</p> <p>W.CCR.3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>W.9-10.3b. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>			<p align="center">Standard Reference</p> <p>9-12Spch6.2.7 10LA.4.1.1</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Discuss and identify multiple plot lines.		
2	Identify various narrative techniques (e.g. dialogue, pacing, description, reflection).		
3	Choose vivid nouns and verbs to describe characters, setting, etc.		
4	Incorporate narrative techniques in order to develop experiences, events, and/or characters in student writing.		
<p align="center">Instructional Objectives</p> <p>W.CCR.3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>W.9-10.3c. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>			<p align="center">Standard Reference</p> <p>9-12Scho6.2.7 10LA.4.1.1.</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify events in a story in order to determine sequence.		
2	Identify the transitional words, phrases, and clauses which convey the determined sequence.		
3	Use graphic organizers (e.g. plot diagram, story board,) in order to identify a logical event sequence so that events build on one another to create a coherent whole.		
4	Produce a logical sequence of events in student writing using a variety of techniques to create a coherent whole.		
<p align="center">Instructional Objectives</p> <p>W.CCR.3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>W.9-10.3d. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.</p>			<p align="center">Standard Reference</p> <p>10LA.4.1.1.</p>
	Performance Objectives	Resource Referenced	Assessment

		in scope/Sequence	Correlation
1	Label sensory details and descriptive words and phrases from published works.		
2	Identify vague descriptions and imprecise words or language.		
3	Add and/or replace sensory language details to convey a vivid picture of the experiences, events, setting and/or characters in student writing.		
<p style="text-align: center;">Instructional Objectives</p> <p>W.CCR.3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>W.9-10.3e. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>			<p>Standard Reference</p> <p>9-12Spch.6.2.7 10LA.4.1.1 10LA.4.2.1</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Define the purpose of a concluding statement.		
2	Identify the main lessons or experiences that are observed or resolved over the course of the narrative.		
3	Provide a concluding statement or section that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
<p style="text-align: center;">Instructional Objectives</p> <p>W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.4 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.)</p>			<p>Standard Reference</p> <p>9-12Spch6.2.4 10LA.3.1.3</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Use pre-writing strategies to produce a first draft that incorporates appropriate <ul style="list-style-type: none"> • Organization/development • Style • Purpose • Audience awareness 		
<p style="text-align: center;">Instructional Objectives</p> <p>W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.9-10.5 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.</p>			<p>Standard Reference</p> <p>9-12Spch.6.2.4 10LA.3.3.1 10LA.3.4.2</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Proofread and edit student work for <ul style="list-style-type: none"> • Voice • Word choice • Ideas 		

	<ul style="list-style-type: none"> • Organization • Sentence Fluency • Conventions 		
2	Consider new approaches to strengthen writing.		
3	Ensure what is most significant for a specific purpose and audience is addressed.		
<p align="center">Instructional Objective</p> <p>W.CCR.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link other information and to display information flexibility and dynamically.</p>			<p align="center">Standard Reference</p> <p>9-12Spch.6.2.3.</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	View various technological outlet that allow production, publication, and sharing or writing products.		
2	Implement various technological outlet that allow production, publication, and sharing or writing products.		
<p align="center">Instructional Objectives</p> <p>W.CCR.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.7. 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.</p>			<p align="center">Standard Reference</p> <p>10LA.4.2.2</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Produce a self-generated question that required a researched answer.		
2	Assess whether the question needs to be narrowed or broadened.		
3	Research the question.		
4	Synthesize multiple sources to answer the self-generated question to demonstrate an understanding of the subject under investigation.		
5	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.		
<p align="center">Instructional Objectives</p> <p>W.CCR.8. Gather relevant information from multiple print and digital sources, asses the creditability and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.9-10.8.Gather relevant information from multiple authoritative print and digital sources, using advance searches effectively; assess the usefulness of each source in answering the research question; integrate information into the test selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>			<p align="center">Standard Reference</p> <p>10LA.4.2.2</p>
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation

1	View digital and print sources and evaluate them for objectivity and credibility.		
2	Assess the usefulness of each source in answering the research question.		
3	Integrate information into student writing selectively to maintain the flow of ideas and avoid plagiarism.		
4	Produce in-text citations and a works cited page in a standard format.		
Instructional Objectives			Standard Reference
<p>W.CCR.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9a. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grades 9-10 Reading standards to literature (e.g. “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]”).</p>			None
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Discuss an author’s treatment and transformation of a theme or topic taken from another literary work that is studied during the 9 th grade course.		
2	Analyze an author’s treatment and transformation of a theme or topic taken from another literary work that is studied during the 9 th grade course.		
Instructional Objectives			Standard Reference
<p>W.CCR.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9b. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grades 9-10 Reading standards to nonfiction(e.g. “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”).</p>			10LA.2.2.3
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Evaluate the arguments and specific claims in a text.		
2	Assess whether the reasoning is valid and the evidence is relevant and sufficient.		
3	Identify false statements and fallacious reasoning.		
Instructional Objectives			Standard Reference
<p>W.CCR.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 audience.</p> <p>W.9-10.10. 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 audience.</p>			None
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify a writing task, purpose, and audience.		
2	Use skills developed in standards 1-9 to compose writing assignments of varied length and complexity for a range of tasks.		

Instructional Objectives			Standard Reference None
<p>SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL. 9-10.1a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 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.</p>			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Question assigned reading material in order to initiate discussion.		
2	Interpret previously assigned reading material and research material related to the assigned reading.		
3	Refer to evidence from other texts.		
4	Compose and create a thoughtful well-reasoned response of ideas presented and present ideas in discussion.		
5	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from other tests and other research on the topic or issue to stimulate thoughtful, well-reasoned exchange of ideas.		
Instructional Objectives			Standard Reference None
<p>SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL. 9-10.1b. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 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.</p>			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Establish group goals.		
2	Structure groups rules, roles, procedures and timelines.		
3	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.		
Instructional Objectives			Standard Reference None
<p>SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL. 9-10.1c. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>			

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions.			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Propel conversations through questioning, restating responding strategies.		
2	Actively incorporate other.		
3	Validate, defend or negotiate ideas and conclusions.		
4	Identify alternative and classify advantages and disadvantages or those alternatives.		
5	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions.		
Instructional Objectives			Standard Reference
<p>SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL. 9-10.1d. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Respond thoughtfully to diverse perspectives, summarize point of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in the light of the evidence and reasoning presented.</p>			None
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Respond thoughtfully to others' perspectives.		
2	Summarize points of agreement and disagreement.		
3	Qualify or justify claims with supportive evidence.		
4	Devise new connections based on learning presented.		
5	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.		
Instructional Objectives			Standard Reference
<p>SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (i.e., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>			None
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Incorporate multiple sources presented in different media.		
2	Assess the credibility and accuracy of each source.		
3	Integrate multiple sources of information presented in diverse media or formats (i.e., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		
Instructional Objectives			Standard

SL.CCR.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.			Reference 9-12Spch.6.2.6 9-12Spch.6.1.2
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Evaluate the speaker’s point of view, reasoning, and use of evidence and rhetoric.		
2	Critique any fallacious reasoning, identifying <ul style="list-style-type: none"> • Exaggerated • Missing • Distorted evidence 		
3	Evaluated a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		
Instructional Objectives			Standard Reference
SL.CCR.4. 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. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can following the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.			9-12Spch.6.2.2 9-12Spch.6.1.2
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Organize information clearly and logically.		
2	Present information clearly so others can follow the lines of reasoning.		
3	Implement substance and style that are appropriate to audience and task.		
4	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.		
Instructional Objectives			Standard Reference
SL.CCR.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. SL.9-10.5. Make strategic use of digital media (e.g., Textual, graphical, audio, visual and interactive) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			9-12Spch.6.2.3 9-12Spch.6.1.2
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify which media and principles of graphic design will best enhance and represent a presentation.		
2	Apply strategic use of digital media to presentations.		
3	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.		
Instructional Objectives			Standard Reference
SL.CCR.6. Adapt speech to a variety of context and communicative tasks, demonstrating			

command of formal English when indicated or appropriate. SL.9-10.6. Adapt speech to a variety of context and tasks, demonstrating command of formal English when indicated or appropriate.			9-12Spch.6.1.1
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify audience.		
2	Identify appropriate language (informal or formal).		
3	Adapt speech to a variety of tasks and contexts including formal English.		
4	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
Instructional Objectives			Standard Reference
L.CCR.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure.			10LA.5.3.1
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify correct parallel structure including clauses and sentence structure.		
2	Correct faulty parallel structure in student writing.		
3	Create sentences that demonstrate correct parallel structure including parallel clauses and sentence structure.		
4	Implement correct parallel structure in student writing.		
Instructional Objectives			Standard Reference
L.CCR.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1b. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrase (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.			10LA.5.4.1 10LA.5.4.1
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Classify various types of phrases.		
2	Construct sentences that use various types of phrases.		
3	Evaluate the use of particular phrases and within published texts.		
4	Justify the use of particular phrases in student writing.		
Instructional Objective			Standard Reference
L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.2a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.			10LA.5.4.2
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation

1	Introduce semicolon rules.		
2	Identify run-on sentences or closely related independent clauses that should use a semicolon.		
3	Locate correct and incorrect semi-colon usage.		
4	Construct sentences that demonstrate correct semicolon usage.		
Instructional Objective			Standard Reference 10LA.5.4.2
<p>L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use a colon to introduce a list or quotation.</p>			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Introduce colon rules		
2	Identify lists and quotations that can start with colons.		
3	Locate correct and incorrect colon usage.		
4	Construct sentences that demonstrate correct colon usage.		
Instructional Objective			Standard Reference 10LA.5.4.2
<p>L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2c. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell Correctly.</p>			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Incorporate spelling rules in the writing process.		
2	Construct a document that demonstrates a grasp of correct spelling conventions.		
3	Proofread student writing for correct spelling conventions.		
Instructional Objective			Standard Reference 10LA.4.2.2
<p>L.CCR.3 Apply knowledge of language to understand functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.9-10.3a. Apply knowledge of language to understand functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Write and edit work so that in conforms to the guidelines in a style manual (e.g., <i>MLA Handbook, Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Introduce student to different types of citation styles and the disciplines with which those styles correlate.		
2	Explain why authors choose one style over another.		
3	Apply an appropriate style to student writing.		
4	<i>(To be used in conjunction with WCCR.4)</i>		
Instructional Objectives			Standard Reference
L.CCR.4. Determine or clarify the meaning of unknown and multiple meaning words and			

<p>phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference material, as appropriate.</p> <p>L.9-10.4a. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and context, choosing flexibility from a range of strategies.</p> <p>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.</p>			10LA.1.8.2
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Generalize the meaning of unknown words based on context clues.		
2	Assess student generated definition with reference material.		
<p align="center">Instructional Objectives</p> <p>L.CCR.4. 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 material, as appropriate.</p> <p>L.9-10.4b. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and context, choosing flexibility from a range of strategies.</p> <p>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>).</p>			<p align="center">Standard Reference</p> <p>10LA.1.8.1</p>
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Recall Greek and Latin word roots, prefixes, affixes, and suffixes.		
2	Give Examples of patterns and shifts in word families.		
3	Correctly use patterns of word changes that indicate different meanings or parts of speech in student writing.		
<p align="center">Instructional Objectives</p> <p>L.CCR.4. 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 material, as appropriate.</p> <p>L.9-10.4c. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and context, choosing flexibility from a range of strategies.</p> <p>Consult general and specialized reference material (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.</p>			<p align="center">Standard Reference</p> <p>None</p>
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word.		
<p align="center">Instructional Objectives</p> <p>L.CCR.4. 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 material, as appropriate.</p> <p>L.9-10.4d. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and context, choosing flexibility from a range of strategies.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the</p>			<p align="center">Standard Reference</p> <p>10LA.1.8.2</p>

inferred meaning in context or in a dictionary).			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Generalize the meaning of unknown words and phrases.		
2	Assess student generated definition with reference material.		
Instructional Objective			Standard Reference 9-12Spch.6.2.6 10LA.2.3.6
L.CCR.5. Demonstrate understanding or word relationships and nuances in word meanings. L.9-10.5a. Demonstrate understanding or word relationships and nuances in word meanings. Interpret figures of speech (e.g., Euphemism, oxymoron) in context and analyzes their role in the text.			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify figures of speech specifically euphemisms and oxymorons.		
2	Explain what a specific figure of speech adds to a published text and/or why the author chose to use that specific figure of speech.		
3	Demonstrate understanding of figurative language by using various figures of speech in student writing.		
4	Point out why a certain author would use a euphemism or oxymoron to support or convey the theme of his/her published work.		
Instructional Objective			Standard Reference 10LA.2.3.6 10LA.2.3.3
L.CCR.5. Demonstrate understanding or word relationships and nuances in word meanings. L.9-10.5b. Demonstrate understanding or word relationships and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify the denotative meaning of common words.		
2	Interpret the implied mood/tone of a word based on its denotative meaning.		
3	Differentiate denotations of commons words used in published works.		
Instructional Objectives			Standard Reference None
L.CCR.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening as the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.9-10.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening as the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify/define specific and general academic vocabulary words and phrases as connected to subject, audience, and grade level.		
2	Model/practice domain appropriate word use.		

3	Incorporate new vocabulary into student writing.		
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