North Gem School District 149

Language Arts – English 10

District Course #

District Reference

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.

Course Title

Adopted Materials

English 10			
	2.18.101. 20		
	Instructional Objective		Standard
R.CCR.1	Reference		
from it;	cite specific textual evidence when writing or speaking to sup	port conclusions drawn	10LA.2.1.1
from the	e text.		
RL.9-10.	 Cite strong and thorough textual evidence to support anal 	ysis of what the text says	
explicitly	γ as well as inferences drawn from the text, including determ	ining where the text	
leaves m	natters uncertain.		
NO.	Performance Objective	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Read grade level appropriate material, drawing logical,		
	general conclusions/inference.		
2	Locate and identify information in a text that supports	Year-long	EOC, ISAT
	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	Year-long	EOC, ISAT
	analysis of what the text explicitly says as well as		
	inferences drawn from the text, including determining		
	where the text leaves matters uncertain.		
	Instructional Objective		Standard
R.CCR.2	Determine central ideas or themes of a text and analyze the	ir development;	Reference
summar	ize the key supporting details and ideas.		10LA.2.1.1
RL.9-10.	2 Determine two or more themes or central ideas of a text a	nd analyze their	
develop	ment over the course of the text, including how they interact	and build on one anothe	er
to produ	ice a complex account; provide an objective summary of the	text.	
NO.	Performance Objective	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Identify the central theme or main idea of a published	Year-long	EOC, ISAT
	work.		
2	Record specific details from the published work that	Year-long	EOC, ISAT
	shape and refine the theme.		

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
	Analyze how and why individuals, events, and idea develop ar	nd interact over the	Reference
course o			10LA.2.3.2
	3 Analyze how complex characters (e.g. those with multiple or	= :	
-	over the course of a text, interact with other characters, and a	advance the plot or	
NO.	the theme. Performance Objectives	Resource Referenced	Assessment
NO.	Performance Objectives	in scope/Sequence	Correlation
1	Identify the complex characters with in the text and	Year-long	EOC, ISAT
1	make a list of their motivations.	Tear-long	EUC, ISAT
2	Determine which motivations are conflicting and how	Year-long	EOC, ISAT
_	they affect the thoughts and actions of the character	Tear long	200, 13/41
	over the course of a text.		
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	Year-long	EOC, ISAT
	of a text, interact with other characters, and advance the		
	plot or develop the theme.		
	Instructional Objectives		Standard
R.CCR.4	Interpret words and phrases as they are used in a text, includi	ng determining	Reference
technica	l, connotative, and figurative meanings, and how specific word	d choices shape meaning	10LA.2.3.6
or tone.			
	4 Determine the meaning of words and phrases as they are us		
_	e and connotative meanings; analyze the cumulative impact o	· · · · · · · · · · · · · · · · · · ·	
_	and tone(e.g., how the language evokes a sense of time and p	olace; how it sets a	
	r informal tone).	1	
NO.	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	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		
4	words and phrases.		FOC ICAT
4	Determine the impact the words and phrases have on the		EOC, ISAT
5	text. Analyze the cumulative impact of specific word choice on		EOC, ISAT
5			EUC, ISAT
	meaning and tone. Instructional Objectives		Standard
CCDE	Analyze the structure of texts, including how specific sentence	or paragraphs and	Reference
	ortions of the text (e.g., a section, chapter, scene, or stanza) re		10LA.1.2.2.
the whol		iate to each other and	1014.1.2.2.
	re. 5. Analyze how an author's choices concerning how to structu	re a text, order events	
	er, ac now an addition of choices confectining now to structu	a conty or acr cyclic	1
		create such effects as	
within it	(e.g., parallel plots), manipulate time (e.g., pacing flashbacks) tension, or surprise.	create such effects as	

		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		EOC, ISAT
	mystery, tension, or surprise.		
5	Analyze how the author's choices concerning structure		EOC, ISAT
	create these effects.		
	Instructional Objectives		Standard
	ssess how point of view or purpose shapes the content and st		Reference
	Analyze a particular point of view or cultural experience refle		10LA.2.3.4
literature	from outside the United States, drawing on a wide reading of		_
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Read a work of literature from outside the United States		EOC, ISAT
2	Paraphrase particular points of view or cultural		EOC, ISAT
	experiences reflected in the work.		
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		EOC, ISAT
	experiences reflected in the work to other works of world		
	literature. Instructional Objectives		
	Standard		
D 66D T 1			- c
	tegrate and evaluate content presented in diverse media and	I formats, including	Reference
visually ar	d quantitatively, as well as in words.		Reference 9-12.Spch.6.3.4
visually ar RL.9-10.7	d quantitatively, as well as in words. Analyze the representation of a subject or a key scene in two	different artistic	
visually ar RL.9-10.7 mediums,	d quantitatively, as well as in words. Analyze the representation of a subject or a key scene in two including what is emphasized or absent in each treatment (e.	different artistic	
visually ar RL.9-10.7 mediums,	nd quantitatively, as well as in words. Analyze the representation of a subject or a key scene in two including what is emphasized or absent in each treatment (e.g. and Breughel's Landscape with the Falls of Icarus).	o different artistic g., Auden's "Musee de	9-12.Spch.6.3.4
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visually ar RL.9-10.7 mediums, Beaux Art	Analyze the representation of a subject or a key scene in two including what is emphasized or absent in each treatment (e. 5" and Breughel's Landscape with the Falls of Icarus). Performance Objectives Identify the representation of a subject or a key scene in two different artistic mediums. Explain the differences between what is emphasized or absent in each treatment of the subject or key scene. Determine what is emphasized or absent on each treatment of the subject or key scene. Compare and contrast the treatment of the subject or key scene between the two mediums. 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 Delineate and evaluate the argument and specific claims in a tothe reasoning as well as the relevance and sufficiency of the organization.	Resource Referenced in scope/Sequence	9-12.Spch.6.3.4 Assessment Correlation EOC, ISAT
visually ar RL.9-10.7 mediums, Beaux Art	Analyze the representation of a subject or a key scene in two including what is emphasized or absent in each treatment (e. 5" and Breughel's Landscape with the Falls of Icarus). Performance Objectives Identify the representation of a subject or a key scene in two different artistic mediums. Explain the differences between what is emphasized or absent in each treatment of the subject or key scene. Determine what is emphasized or absent on each treatment of the subject or key scene. Compare and contrast the treatment of the subject or key scene between the two mediums. 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 Delineate and evaluate the argument and specific claims in a to the reasoning as well as the relevance and sufficiency of the of (Not applicable to literature).	Resource Referenced in scope/Sequence	9-12.Spch.6.3.4 Assessment Correlation EOC, ISAT
visually ar RL.9-10.7 mediums, Beaux Art	Analyze the representation of a subject or a key scene in two including what is emphasized or absent in each treatment (e. 5" and Breughel's Landscape with the Falls of Icarus). Performance Objectives Identify the representation of a subject or a key scene in two different artistic mediums. Explain the differences between what is emphasized or absent in each treatment of the subject or key scene. Determine what is emphasized or absent on each treatment of the subject or key scene. Compare and contrast the treatment of the subject or key scene between the two mediums. 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 Delineate and evaluate the argument and specific claims in a tothe reasoning as well as the relevance and sufficiency of the organization.	Resource Referenced in scope/Sequence ext, including the evidence.	9-12.Spch.6.3.4 Assessment Correlation EOC, ISAT EOC, ISAT

DIAKE OF	w Shakespeare treats a theme or topic from Ovid or the Bible on a play by Shakespeare.).	a lacer addite.	
aws or	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 approached the authors take.		
5	Analyze how the author of the transformed work builds on prior knowledge.		
	Instructional Objectives		Standard
roficien	Read and comprehend complex literary and informational texts.		Reference
	10 By the end of grade 10 read and comprehend literature, inc m, in the grades 9-10 text complexity band proficiently.	luding stories, dramas,	None
and poor	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
	Read closely to determine what the text says explicitly and to cite specific textual evidence when writing or speaking to supp		Reference 10LA.4.4.1
	 Cite strong and thorough textual evidence to support analysites as well as inferences drawn from the text. 	s of what the text say	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.		

	Determine a central idea of a text and analyze its developme		10LA.2.2.1
	ding how it emerges and is shaped and refined by specific de	tails; provide an	
objective	summary of the text.	T	
	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		Standard
R.CCR.3 A	nalyze how and why individuals, events, and idea develop an	d interact over the	Reference
course of			10LA.2.3.2
	Analyze how the author unfolds an analysis or series of ideas		
	hich the points are made, how they are introduced and deve	loped, and the	
connectio	ns that are drawn between them.	T	
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	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		Standard
	terpret words and phrases as they are used in a text, including		Reference
	connotative, and figurative meanings, and how specific word	d choices shape meaning	10LA.2.3.6
or tone.			
	Determine the meaning of words and phrases as they are use		
-	and connotative and technical meanings; analyze the cumul	·	
	ce on meaning and tone(e.g., how the language of a court op	oinion differs from that	
of a news		T_	-
	Performance Objectives	Resource	Assessment
		Referenced in	Correlation
		scope/Sequence	
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		
3	words and phrases.		
4	Determine the impact the words and phrases have on the		
4	text.		
5	Analyze the cumulative impact of specific word choices on		
3	the meaning and tone of the text.		
6	Compare/contrast two different documents and analyze		
U	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
CCR 5	Analyze the structure of texts, including how specific sentences,	naragraphs and	Reference
	rtions of the text (e.g., a section, chapter, scene, or stanza) rela		10LA.1.2.2
ne whol		te to cach other and	1017.1.2.2
	e. Analyze in detail how an author's ideas or claims are develope	d and refined by	
	r sentences, paragraphs, or larger portions of a text (e.g., a sect		
articaia	Performance Objectives	Resource Referenced	Assessment
	Terrormance objectives	in scope/Sequence	Correlation
1	Identify an author's ideas or claims in an informational	500 p.0, 500 qui cinoc	
_	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
.CCR.6	Instructional Objectives Assess how point of view or purpose shapes the content and sty	/le of a text.	Standard Reference
	Assess how point of view or purpose shapes the content and sty		Reference
1.9-10.6	Assess how point of view or purpose shapes the content and style betermine an author's point of view or purpose in a text and a		
1.9-10.6	Assess how point of view or purpose shapes the content and sty		Reference
1.9-10.6	Assess how point of view or purpose shapes the content and style Determine an author's point of view or purpose in a text and a coric to advance that point of view or purpose.	nalyze how an author	Reference 10LA.2.3.4
1.9-10.6	Assess how point of view or purpose shapes the content and style Determine an author's point of view or purpose in a text and a coric to advance that point of view or purpose.	nalyze how an author Resource Referenced	Reference 10LA.2.3.4 Assessment
1. 9-10.6 ses rhet	Assess how point of view or purpose shapes the content and style Determine an author's point of view or purpose in a text and a coric to advance that point of view or purpose. Performance Objectives	nalyze how an author Resource Referenced	Reference 10LA.2.3.4 Assessment
1.9-10.6 ses rhet	Assess how point of view or purpose shapes the content and style Determine an author's point of view or purpose in a text and a coric to advance that point of view or purpose. Performance Objectives Determine the author's point of view in a text.	nalyze how an author Resource Referenced	Reference 10LA.2.3.4 Assessment
1.9-10.6 ses rhet 1 2	Assess how point of view or purpose shapes the content and sty Determine an author's point of view or purpose in a text and a coric to advance that point of view or purpose. Performance Objectives Determine the author's point of view in a text. Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text.	nalyze how an author Resource Referenced	Reference 10LA.2.3.4 Assessment
1 2 3	Assess how point of view or purpose shapes the content and style Determine an author's point of view or purpose in a text and a coric to advance that point of view or purpose. Performance Objectives Determine the author's point of view in a text. Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her	nalyze how an author Resource Referenced	Reference 10LA.2.3.4 Assessment
1 2 3 4	Assess how point of view or purpose shapes the content and style Determine an author's point of view or purpose in a text and a coric to advance that point of view or purpose. Performance Objectives Determine the author's point of view in a text. Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text.	nalyze how an author Resource Referenced	Reference 10LA.2.3.4 Assessment
1 2 3	Assess how point of view or purpose shapes the content and style Determine an author's point of view or purpose in a text and a coric to advance that point of view or purpose. Performance Objectives Determine the author's point of view in a text. Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text. Determine an author's point of view or purpose in a text	nalyze how an author Resource Referenced	Reference 10LA.2.3.4 Assessment
1 2 3 4	Assess how point of view or purpose shapes the content and sty Determine an author's point of view or purpose in a text and a coric to advance that point of view or purpose. Performance Objectives Determine the author's point of view in a text. Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that	nalyze how an author Resource Referenced	Reference 10LA.2.3.4 Assessment
1 2 3 4	Assess how point of view or purpose shapes the content and style Determine an author's point of view or purpose in a text and a coric to advance that point of view or purpose. Performance Objectives Determine the author's point of view in a text. Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text. 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.	nalyze how an author Resource Referenced	Reference 10LA.2.3.4 Assessment Correlation
1.9-10.6 ses rhet	Assess how point of view or purpose shapes the content and sty Determine an author's point of view or purpose in a text and a coric to advance that point of view or purpose. Performance Objectives Determine the author's point of view in a text. Determine an author's purpose in a text. Locate the rhetorical devices the author uses in the text. Examine the author's use of rhetoric to advance his/her point of view and purpose in a text. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that	Resource Referenced in scope/Sequence	Reference 10LA.2.3.4 Assessment

	7 Analyze various accounts of a subject told in different mediun both print and multimedia), determining which details are emp		9-12Spch.6.3.4
account.		HUJIZEU III EUUI	
2000 01110	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	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
	Delineate and evaluate the argument and specific claims in a te	_	Reference
-	of the reasoning as well as the relevance and sufficiency of the		
	Delineate and evaluate the argument and specific claims in a te	_	10LA.2.2.3
	oning is valid and the evidence is relevant and sufficient; identif	fy false statements and	
allaciou	s reasoning.	1	
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	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
	Analyze how two or more texts address similar themes or topi	cs in order to build	Reference
	ge or to compare the approaches the authors take.		Nisas
	Analyze seminal U.S. documents of historical and literary significance than Cottyphysis Address Bases of 16 5		None
	ton's Farewell Address, the Gettysburg Address, Roosevelt's Fo etter from Birmingham Jail"), including how they address relate		
_		ed themes and	
concept	Performance Objectives	Resource Referenced	Assessment
	remormance Objectives	in scope/Sequence	Correlation
1	Identify important themes and concepts in seminal	scope, sequence	Correlation
1	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		
3	themes and concepts.		
4	Compare and contrast how each seminal document		
4	addresses the themes and concepts.		
	addresses the themes and concepts.		

5	Analyze U.S. documents of historical significance including		
J	how they address related themes and concepts in U.S.		
	history and literature.		
_	Instructional Objectives		Standard
R.CCR.10	 Read and comprehend complex literary and informational text 	cts independently and	Reference
proficient	tly.		
RI.9-10 B	y the end of grade 10, read and comprehend literary nonfiction	n in the grade 10 text	None
complexi	ty band proficiently, with scaffolding as needed at the high end		
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	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.		
	Instructional Objectives		Standard
W CCR 1	Write arguments to support claims in an analysis of substantiv	e tonics or texts lising	Reference
	oning and relevant and sufficient evidence.	e topics of texts, using	9-12Spch.6.2.10
	a. Write arguments to support claims in an analysis of substan	tive topics or texts.	3 123pcm0.2.10
	d reasoning and sufficient evidence. Introduce precise claims(s		10LA.4.3.1
_	rom alternate or opposing claims, and create an organization t	-	
	nips among claim(s), counterclaims, reasons, and evidence.		
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	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		
3	Introduce precise claims(s) from alternate or opposing claims, and create an organization that establishes clear		
3			
3	claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence		
	claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence Instructional Objective		Standard
W.CCR.1	claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence Instructional Objective Write arguments to support claims in an analysis of substantiv	e topics or texts, using	Standard Reference
W.CCR.1 valid reas	claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence Instructional Objective Write arguments to support claims in an analysis of substantivioning and relevant and sufficient evidence.		Reference
W.CCR.1 valid reas W.9-10.1	claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence Instructional Objective Write arguments to support claims in an analysis of substantivioning and relevant and sufficient evidence. b. Write arguments to support claims in an analysis of substantivioning and relevant and sufficient evidence.	tive topics or texts,	
W.CCR.1 valid reas W.9-10.1 using vali	claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence Instructional Objective Write arguments to support claims in an analysis of substantivoning and relevant and sufficient evidence. b. Write arguments to support claims in an analysis of substand reasoning and sufficient evidence. Develop claims(s) and cou	tive topics or texts, interclaims fairly,	Reference
W.CCR.1 valid reas W.9-10.1 using vali supplying	claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence Instructional Objective Write arguments to support claims in an analysis of substantivioning and relevant and sufficient evidence. b. Write arguments to support claims in an analysis of substantivioning and sufficient evidence. Develop claims(s) and court counterparts are greater to support claims in an analysis of substantivioning and sufficient evidence. Develop claims(s) and court counterparts are greater to support claims in an analysis of substantivioning and sufficient evidence.	tive topics or texts, interclaims fairly,	Reference
W.CCR.1 valid reas W.9-10.1 using vali supplying	claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence Instructional Objective Write arguments to support claims in an analysis of substantive oning and relevant and sufficient evidence. b. Write arguments to support claims in an analysis of substant d reasoning and sufficient evidence. Develop claims(s) and course evidence for each while pointing out strengths and limitations in pates the audience's knowledge level and concerns.	tive topics or texts, interclaims fairly, s of both in a manner	Reference None
W.CCR.1 valid reas W.9-10.1 using vali supplying	claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence Instructional Objective Write arguments to support claims in an analysis of substantivioning and relevant and sufficient evidence. b. Write arguments to support claims in an analysis of substantivioning and sufficient evidence. Develop claims(s) and court counterparts are greater to support claims in an analysis of substantivioning and sufficient evidence. Develop claims(s) and court counterparts are greater to support claims in an analysis of substantivioning and sufficient evidence.	tive topics or texts, interclaims fairly, s of both in a manner	Reference None Assessment
W.CCR.1 valid reas W.9-10.1 using vali supplying that antic	claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence Instructional Objective Write arguments to support claims in an analysis of substantivoning and relevant and sufficient evidence. b. Write arguments to support claims in an analysis of substand reasoning and sufficient evidence. Develop claims(s) and couse evidence for each while pointing out strengths and limitations cipates the audience's knowledge level and concerns. Performance Objectives	tive topics or texts, interclaims fairly, s of both in a manner	Reference None
W.CCR.1 valid reas W.9-10.1 using vali supplying that antic	claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence Instructional Objective Write arguments to support claims in an analysis of substantivoning and relevant and sufficient evidence. b. Write arguments to support claims in an analysis of substand reasoning and sufficient evidence. Develop claims(s) and couse evidence for each while pointing out strengths and limitations in the audience's knowledge level and concerns. Performance Objectives Distinguish between a valid and invalid source.	tive topics or texts, interclaims fairly, s of both in a manner	Reference None Assessment
w.ccr.1 valid reas w.9-10.1 using vali supplying that antic	claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence Instructional Objective Write arguments to support claims in an analysis of substantivoning and relevant and sufficient evidence. b. Write arguments to support claims in an analysis of substand reasoning and sufficient evidence. Develop claims(s) and couse evidence for each while pointing out strengths and limitations in pates the audience's knowledge level and concerns. Performance Objectives Distinguish between a valid and invalid source. Define and audience's knowledge and concerns.	tive topics or texts, interclaims fairly, s of both in a manner	Reference None Assessment
w.ccr.1 valid reas w.9-10.1 using vali supplying that antic	claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence Instructional Objective Write arguments to support claims in an analysis of substantivoning and relevant and sufficient evidence. b. Write arguments to support claims in an analysis of substand reasoning and sufficient evidence. Develop claims(s) and couse evidence for each while pointing out strengths and limitations in a counter strengths and concerns. Performance Objectives Distinguish between a valid and invalid source. Define and audience's knowledge and concerns. Conduct research to support claims and counter claims.	tive topics or texts, interclaims fairly, s of both in a manner	Reference None Assessment
w.ccr.1 valid reas w.9-10.1 using vali supplying that antic	claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence Instructional Objective Write arguments to support claims in an analysis of substantivoning and relevant and sufficient evidence. b. Write arguments to support claims in an analysis of substand reasoning and sufficient evidence. Develop claims(s) and couse evidence for each while pointing out strengths and limitations in pates the audience's knowledge level and concerns. Performance Objectives Distinguish between a valid and invalid source. Define and audience's knowledge and concerns.	tive topics or texts, interclaims fairly, s of both in a manner	Reference None Assessment

6	Create hady paragraphs to present evidence and claims		
6 7	Create body paragraphs to present evidence and claims 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
W CCR 1	Write arguments to support claims in an analysis of substantiv	ve tonics or texts using	Reference
	oning and relevant and sufficient evidence.	ve topics of texts, using	9-12Spch.6.2.10
	Write arguments to support claims in an analysis of substantiv	e tonics or texts lising	10LA.3.3.4
	oning and relevant and sufficient evidence.	re topics of texts, using	10LA.3.3.3
	d, phrases, and clauses to link the major sections of the text, o	reate cohesion, and	10LA.3.3.2
	relationships between claim(s) and reasons, between reason		10LA.3.3.1
	claim(s) and counterclaims.	o and ornacinos, and	102
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	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
W.CCR.1.	Write arguments to support claims in an analysis of substanti	ve topics or texts, using	Reference
valid reas	oning and relevant and sufficient evidence.		
	Write arguments to support claims in an analysis of substantiv	ve topics or texts, using	None
	oning and relevant and sufficient evidence.		
	and maintain a formal style and objective tome while attendin	ng to the norms and	
conventio	ns of the discipline in which they are writing.	1	
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	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.		Chandan I
W 665 6	Instructional Objective		Standard
	Write arguments to support claims in an analysis of substantive	ve topics or texts, using	Reference
	oning and relevant and sufficient evidence.	an kamilan am kasaka saat	10LA.3.1.3
	Write arguments to support claims in an analysis of substantive	ve topics or texts, using	10LA.4.2.1
valid reas	oning and relevant and sufficient evidence.		Í

	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	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
	Write informative/explanatory texts to examine and convey of		Reference
	on clearly and accurately through the effective selection, orga	nization, and analysis of	4014242
content.		1 .1	10LA.3.1.2.
	. Write informative/explanatory texts to examine and convey		
	on clearly and accurately through the effective selection, orga	nization, and analysis of	
content.	a tania argania complexidos concerto andinform (1)	maka incesetset	
	a topic; organize complex ideas, concepts, and information to	•	
	ns and distinctions; include formatting (e.g. headings), graphic	us (e.g., figures, tables),	
and multir	media when useful to aiding comprehension. Performance Objectives	Resource Referenced	Assessment
	Performance Objectives	in scope/Sequence	Correlation
1	Use graphic organizers/pre-writing techniques to produce	in scope, sequence	Correlation
_	a topic.		
2	Collect complex ideas, concepts and information that		
2	connect with and support the topic.		
3	Utilize formatting (e.g. headings), graphics (e.g., figures,		
3	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
W.CCR.2.	Write informative/explanatory texts to examine and convey o	complex ideas and	Reference
		· · · · · · · · · · · · · · · · · · ·	
informatio	on clearly and accurately through the effective selection, orga	HIZALIOH, AHU AHAIYSIS OL	
	on clearly and accurately through the effective selection, orga	ilization, and analysis of	10LA.4.2.1
content.		·	10LA.4.2.1
content. W.9-10.2 k	. Write informative/explanatory texts to examine and convey	complex ideas and	10LA.4.2.1
content. W.9-10.2 k		complex ideas and	10LA.4.2.1
content. W.9-10.2k informatio content.	 Write informative/explanatory texts to examine and convey on clearly and accurately through the effective selection, orga 	complex ideas and nization, and analysis of	10LA.4.2.1
content. W.9-10.2k informatio content. Develop tl	D. Write informative/explanatory texts to examine and convey on clearly and accurately through the effective selection, organe topic with well-chosen, relevant, and sufficient facts, extended	complex ideas and nization, and analysis of ded definitions,	10LA.4.2.1
content. W.9-10.2k information content. Develop to	D. Write informative/explanatory texts to examine and convey on clearly and accurately through the effective selection, organe topic with well-chosen, relevant, and sufficient facts, extendetails, quotations, or other information and examples appropriate to the contract of the contract	complex ideas and nization, and analysis of ded definitions,	10LA.4.2.1
content. W.9-10.2k informatio content. Develop tl concrete c	D. Write informative/explanatory texts to examine and convey on clearly and accurately through the effective selection, organ terms of the topic with well-chosen, relevant, and sufficient facts, extended the topic.	complex ideas and nization, and analysis of ded definitions,	10LA.4.2.1 Assessment
content. W.9-10.2k informatio content. Develop tl concrete c	D. Write informative/explanatory texts to examine and convey on clearly and accurately through the effective selection, organe topic with well-chosen, relevant, and sufficient facts, extendetails, quotations, or other information and examples appropriate to the contract of the contract	r complex ideas and nization, and analysis of ided definitions, oriate to the audience's Resource Referenced	
content. W.9-10.2k informatio content. Develop tl concrete c	D. Write informative/explanatory texts to examine and convey on clearly and accurately through the effective selection, organ the topic with well-chosen, relevant, and sufficient facts, extendetails, quotations, or other information and examples apprope of the topic. Performance Objectives	complex ideas and nization, and analysis of ded definitions, oriate to the audience's	Assessment
content. W.9-10.2k informatic content. Develop tl concrete c knowledge	D. Write informative/explanatory texts to examine and convey on clearly and accurately through the effective selection, organe topic with well-chosen, relevant, and sufficient facts, extendetails, quotations, or other information and examples apprope of the topic. Performance Objectives Distinguish between relevant and irrelevant facts.	r complex ideas and nization, and analysis of ided definitions, oriate to the audience's Resource Referenced	Assessment
content. W.9-10.2k informatic content. Develop tl concrete c knowledge	D. Write informative/explanatory texts to examine and convey on clearly and accurately through the effective selection, organ the topic with well-chosen, relevant, and sufficient facts, extendetails, quotations, or other information and examples apprope of the topic. Performance Objectives	r complex ideas and nization, and analysis of ided definitions, oriate to the audience's Resource Referenced	Assessment

4	Supply outended definitions, congrete details, supportions		
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.		
	Instructional Objectives		Standard
	Write informative/explanatory texts to examine and convey c		Reference
informatio	on clearly and accurately through the effective selection, orgain	nization, and analysis of	
content.			10LA.3.3.3
W.9-10.2d	. Write informative/explanatory texts to examine and convey	complex ideas and	
informatio	on clearly and accurately through the effective selection, organ	nization, and analysis of	10LA3.1.3
content.			
Use appro	priate and varied transactions to link the maker sections of th	e text, create cohesion,	
	the relationships among complex ideas and concepts.		
	Performance Objectives	Resource Referenced	Assessment
	•	in scope/Sequence	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		
4			
	sections of the text, create cohesion, and clarify the		
	relationships among complex ideas and concepts.		6
con a	Instructional Objectives	1 11 1	Standard
	Write informative/explanatory texts to examine and convey c		Reference
	on clearly and accurately through the effective selection, organ	nization, and analysis of	
content.			10LA.3.1.4
	I. Write informative/explanatory texts to examine and convey		
	on clearly and accurately through the effective selection, organ	nization, and analysis of	
content.			
Use precis	e language and domain–specific vocabulary to manage the co		_
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	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	<u> </u>	Standard
<u> </u>	mon actional Objectives		

	. Write informative/explanatory texts to examine and convey co		Reference
	ion clearly and accurately through the effective selection, organ	nization, and analysis of	0.426
content.	2e. Write informative/explanatory texts to examine and convey	compley ideas and	9-12Spch6.1.1
	ion clearly and accurately through the effective selection, organ		
content.	ion clearly and accurately through the effective selection, organ	iization, and analysis of	
	and maintain a formal style and objective tone while attending	to the norms and	
	ons of the discipline in which they are writing.	,	
	Performance Objectives	Resource	Assessment
		Referenced in scope/Sequence	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.		
N 665 5	Instructional Objectives		Standard
	. Write informative/explanatory texts to examine and convey co		Reference
	ion clearly and accurately through the effective selection, organ	lization, and analysis of	101 4 4 2 1
content.	Minita informative / avalanatany tayta to avamine and convey	aamalay idaas and	10LA.4.2.1
	2f. Write informative/explanatory texts to examine and convey in the informative informative in the informative informativ	· ·	
content.	ion clearly and accurately through the effective selection, organ	iizatioii, aiiu aiiaiysis oi	
	a concluding statement or section that fallows from and suppor	ts the information	
	ed (e.g., articulating implications of the significance of the topic)		
	Performance Objectives	Resource	Assessment
	, , , , , , , , , , , , , , , , , , , ,	Referenced in	Correlation
		scope/Sequence	
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
	. Write narratives to develop real or imagined experiences or ev	vents using effective	Reference
-	es, well-chosen details, and well-structured event sequences.		
	3a. Write narratives to develop real or imagined experiences or	events using effective	10LA.4.1.1
-	es, well-chosen details, and well-structured event sequences.		
	and orient the reader by setting out a problem, situation, or obs		
	ultiple point(s) of view, and introducing a narrator and/or charac	cters; create a smooth	
rogress			
of exper	iences or events.	D	A
	Performance Objectives	Resource Referenced	Assessment
	He combine and the control of the co	in scope/Sequence	Correlation
1	Use graphic organizers/pre-writing techniques to produce		
	a problem or situation, or observation.		1

	D	1	-
2	Determine and choose the different points of view present		
	in the problem, situation, or observation.		
3	Introduce a narrator and/or characters that fir 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.		
	Instructional Objectives		Standard
W.CCR.3.	Write narratives to develop real or imagined experiences or e	events using effective	Reference
technique	s, well-chosen details, and well-structured event sequences.		
W.9-10.3	Write narratives to develop real or imagined experiences o	r events using effective	9-12Spch6.2.7
technique	s, well-chosen details, and well-structured event sequences.		10LA.4.1.1
Use narra	tive techniques, such as dialogue, pacing, description, reflecti	on, and multiple plot	
lines, to d	evelop experiences, events, and/or characters.		
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	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.		
	Instructional Objectives		Standard
W.CCR.3.	Write narratives to develop real or imagined experiences or	events using effective	Reference
technique	s, well-chosen details, and well-structured event sequences.		
W.9-10.3	. Write narratives to develop real or imagined experiences or	r events using effective	9-12Scho6.2.7
technique	s, well-chosen details, and well-structured event sequences.		
Use a vari	ety of techniques to sequence events so that they build on or	ne another to create a	10LA.4.1.1.
coherent	whole.		
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Identify events in a story on 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.		
	Instructional Objectives		Standard
W.CCR.3.	Write narratives to develop real or imagined experiences or	events using effective	Reference
	s, well-chosen details, and well-structured event sequences.	<u> </u>	
	d. Write narratives to develop real or imagined experiences o	r events using effective	10LA.4.1.1.
	s, well-chosen details, and well-structured event sequences.	J	
-	s, wen enosen details, and wen structured event sequences.		
Use precis	·	convey a vivid picture	
	se words and phrases, telling details, and sensory language to	convey a vivid picture	
	·	convey a vivid picture 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.		
	Instructional Objectives		Standard
W.CCR.3	3. Write narratives to develop real or imagined experiences or e	vents using effective	Reference
techniqu	ues, well-chosen details, and well-structured event sequences.		9-12Spch.6.2.7
W.9-10.	3e. Write narratives to develop real or imagined experiences or	events using effective	10LA.4.1.1
techniqu	ues, well-chosen details, and well-structured event sequences.		10LA.4.2.1
Provide	a conclusion that follows from and reflects on what is experience	ced, observed, or	
resolved	l over the course of the narrative.		
	Performance Objectives	Resource	Assessment
		Referenced in	Correlation
		scope/Sequence	
1	Define the purpose of ta 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		
	from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
	resolved over the course of the narrative.		Standard
W.CCR.4	resolved over the course of the narrative. Instructional Objectives	organization, and style	Standard Reference
	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development	organization, and style	Standard Reference
are appr	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development opriate to task, purpose, and audience.		Reference
are appr W.9-10.	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development opriate to task, purpose, and audience. Produce clear and coherent writing in which the development	, organization, and	Reference 9-12Spch6.2.4
are appr W.9-10. style are	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development ropriate to task, purpose, and audience. Produce clear and coherent writing in which the development appropriate to task, purpose, and audience. (Grade-specific expections)	, organization, and	Reference
are appr W.9-10. style are	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development ropriate to task, purpose, and audience. Produce clear and coherent writing in which the development appropriate to task, purpose, and audience. (Grade-specific exe defined in standards 1-3 above.	, organization, and pectations for writing	9-12Spch6.2.4 10LA.3.1.3
are appr W.9-10. style are	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development ropriate to task, purpose, and audience. Produce clear and coherent writing in which the development appropriate to task, purpose, and audience. (Grade-specific expections)	r, organization, and pectations for writing Resource Referenced	Reference 9-12Spch6.2.4 10LA.3.1.3 Assessment
are appr W.9-10. style are types ar	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development ropriate to task, purpose, and audience. Produce clear and coherent writing in which the development appropriate to task, purpose, and audience. (Grade-specific executed in standards 1-3 above. Performance Objectives	, organization, and pectations for writing	9-12Spch6.2.4 10LA.3.1.3
are appr W.9-10. style are	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development ropriate to task, purpose, and audience. Produce clear and coherent writing in which the development appropriate to task, purpose, and audience. (Grade-specific exe defined in standards 1-3 above. Performance Objectives Use pre-writing strategies to produce a first draft that	r, organization, and pectations for writing Resource Referenced	Reference 9-12Spch6.2.4 10LA.3.1.3 Assessment
are appr W.9-10. style are types ar	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development ropriate to task, purpose, and audience. Produce clear and coherent writing in which the development appropriate to task, purpose, and audience. (Grade-specific exelection of the development of the develop	r, organization, and pectations for writing Resource Referenced	Reference 9-12Spch6.2.4 10LA.3.1.3 Assessment
are appr W.9-10. style are types ar	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development ropriate to task, purpose, and audience. Produce clear and coherent writing in which the development appropriate to task, purpose, and audience. (Grade-specific exected defined in standards 1-3 above. Performance Objectives Use pre-writing strategies to produce a first draft that incorporates appropriate Organization/development	r, organization, and pectations for writing Resource Referenced	Reference 9-12Spch6.2.4 10LA.3.1.3 Assessment
are appr W.9-10. style are types ar	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development ropriate to task, purpose, and audience. Produce clear and coherent writing in which the development appropriate to task, purpose, and audience. (Grade-specific executed defined in standards 1-3 above. Performance Objectives Use pre-writing strategies to produce a first draft that incorporates appropriate Organization/development Style	r, organization, and pectations for writing Resource Referenced	Reference 9-12Spch6.2.4 10LA.3.1.3 Assessment
are appr W.9-10. style are types ar	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development ropriate to task, purpose, and audience. Produce clear and coherent writing in which the development appropriate to task, purpose, and audience. (Grade-specific executed defined in standards 1-3 above. Performance Objectives Use pre-writing strategies to produce a first draft that incorporates appropriate Organization/development Style Purpose	r, organization, and pectations for writing Resource Referenced	Reference 9-12Spch6.2.4 10LA.3.1.3 Assessment
are appr W.9-10. style are types ar	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development ropriate to task, purpose, and audience. Produce clear and coherent writing in which the development appropriate to task, purpose, and audience. (Grade-specific exected defined in standards 1-3 above. Performance Objectives Use pre-writing strategies to produce a first draft that incorporates appropriate Organization/development Style Purpose Audience awareness	r, organization, and pectations for writing Resource Referenced	Reference 9-12Spch6.2.4 10LA.3.1.3 Assessment Correlation
are appr W.9-10. style are types ar	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development ropriate to task, purpose, and audience. Produce clear and coherent writing in which the development appropriate to task, purpose, and audience. (Grade-specific exected defined in standards 1-3 above. Performance Objectives Use pre-writing strategies to produce a first draft that incorporates appropriate Organization/development Style Purpose Audience awareness Instructional Objectives	Resource Referenced in scope/Sequence	Reference 9-12Spch6.2.4 10LA.3.1.3 Assessment Correlation Standard
are appr W.9-10. style are types ar	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development ropriate to task, purpose, and audience. Produce clear and coherent writing in which the development appropriate to task, purpose, and audience. (Grade-specific exected defined in standards 1-3 above. Performance Objectives Use pre-writing strategies to produce a first draft that incorporates appropriate Organization/development Style Purpose Audience awareness Instructional Objectives Develop and strengthen writing as needed by planning, revising	Resource Referenced in scope/Sequence	Reference 9-12Spch6.2.4 10LA.3.1.3 Assessment Correlation Standard Reference
w.g-10. style are types ar	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development ropriate to task, purpose, and audience. Produce clear and coherent writing in which the development appropriate to task, purpose, and audience. (Grade-specific exected defined in standards 1-3 above. Performance Objectives Use pre-writing strategies to produce a first draft that incorporates appropriate Organization/development Style Purpose Audience awareness Instructional Objectives Develop and strengthen writing as needed by planning, revision new approach.	Resource Referenced in scope/Sequence	Reference 9-12Spch6.2.4 10LA.3.1.3 Assessment Correlation Standard Reference 9-12Spch.6.2.4
w.ecr.s w.ccr.s w.ccr.s w.ccr.s	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development ropriate to task, purpose, and audience. Produce clear and coherent writing in which the development appropriate to task, purpose, and audience. (Grade-specific exected defined in standards 1-3 above. Performance Objectives Use pre-writing strategies to produce a first draft that incorporates appropriate Organization/development Style Purpose Audience awareness Instructional Objectives Develop and strengthen writing as needed by planning, revising new approach. Develop and strengthen writing as needed by planning, revising new approach.	Resource Referenced in scope/Sequence g, editing, rewriting, or ng, editing, rewriting, or	Reference 9-12Spch6.2.4 10LA.3.1.3 Assessment Correlation Standard Reference 9-12Spch.6.2.4 10LA.3.3.1
w.ccr.strying a w.9-10.	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development repriate to task, purpose, and audience. Produce clear and coherent writing in which the development appropriate to task, purpose, and audience. (Grade-specific extended in standards 1-3 above. Performance Objectives Use pre-writing strategies to produce a first draft that incorporates appropriate Organization/development Style Purpose Audience awareness Instructional Objectives Develop and strengthen writing as needed by planning, revising new approach. Develop and strengthen writing as needed by planning, revising new approach, focusing on addressing what is most significant to the control of	Resource Referenced in scope/Sequence g, editing, rewriting, or ng, editing, rewriting, or	Reference 9-12Spch6.2.4 10LA.3.1.3 Assessment Correlation Standard Reference 9-12Spch.6.2.4
w.ccr.strying a w.9-10.	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development ropriate to task, purpose, and audience. Produce clear and coherent writing in which the development appropriate to task, purpose, and audience. (Grade-specific exected defined in standards 1-3 above. Performance Objectives Use pre-writing strategies to produce a first draft that incorporates appropriate Organization/development Style Purpose Audience awareness Instructional Objectives Develop and strengthen writing as needed by planning, revising new approach. Develop and strengthen writing as needed by planning, revising new approach, focusing on addressing what is most significant to ince.	Resource Referenced in scope/Sequence g, editing, rewriting, or or a specific purpose	Reference 9-12Spch6.2.4 10LA.3.1.3 Assessment Correlation Standard Reference 9-12Spch.6.2.4 10LA.3.3.1 10LA.3.4.2
w.ccr.strying a w.9-10. trying a trying a trying a	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development repriate to task, purpose, and audience. Produce clear and coherent writing in which the development appropriate to task, purpose, and audience. (Grade-specific extended in standards 1-3 above. Performance Objectives Use pre-writing strategies to produce a first draft that incorporates appropriate Organization/development Style Purpose Audience awareness Instructional Objectives Develop and strengthen writing as needed by planning, revising new approach. Develop and strengthen writing as needed by planning, revising new approach, focusing on addressing what is most significant to the control of	Resource Referenced in scope/Sequence g, editing, rewriting, or or a specific purpose Resource Referenced in scope/Sequence	Reference 9-12Spch6.2.4 10LA.3.1.3 Assessment Correlation Standard Reference 9-12Spch.6.2.4 10LA.3.3.1 10LA.3.4.2 Assessment
w.ccr.strying a w.9-10. trying a trying a trying a	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development ropriate to task, purpose, and audience. Produce clear and coherent writing in which the development appropriate to task, purpose, and audience. (Grade-specific exected defined in standards 1-3 above. Performance Objectives Use pre-writing strategies to produce a first draft that incorporates appropriate Organization/development Style Purpose Audience awareness Instructional Objectives Develop and strengthen writing as needed by planning, revising new approach. Develop and strengthen writing as needed by planning, revising new approach, focusing on addressing what is most significant to incoe. Performance Objectives	Resource Referenced in scope/Sequence g, editing, rewriting, or or a specific purpose	Reference 9-12Spch6.2.4 10LA.3.1.3 Assessment Correlation Standard Reference 9-12Spch.6.2.4 10LA.3.3.1 10LA.3.4.2
w.ccr.strying a w.9-10.	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development ropriate to task, purpose, and audience. Produce clear and coherent writing in which the development appropriate to task, purpose, and audience. (Grade-specific exected defined in standards 1-3 above. Performance Objectives Use pre-writing strategies to produce a first draft that incorporates appropriate Organization/development Style Purpose Audience awareness Instructional Objectives Develop and strengthen writing as needed by planning, revising new approach. Develop and strengthen writing as needed by planning, revising new approach, focusing on addressing what is most significant to ince.	Resource Referenced in scope/Sequence g, editing, rewriting, or or a specific purpose Resource Referenced in scope/Sequence	Reference 9-12Spch6.2.4 10LA.3.1.3 Assessment Correlation Standard Reference 9-12Spch.6.2.4 10LA.3.3.1 10LA.3.4.2 Assessment
w.9-10. style are types ar	resolved over the course of the narrative. Instructional Objectives Produce clear and coherent writing in which the development ropriate to task, purpose, and audience. Produce clear and coherent writing in which the development appropriate to task, purpose, and audience. (Grade-specific exected defined in standards 1-3 above. Performance Objectives Use pre-writing strategies to produce a first draft that incorporates appropriate Organization/development Style Purpose Audience awareness Instructional Objectives Develop and strengthen writing as needed by planning, revising new approach. Develop and strengthen writing as needed by planning, revising new approach, focusing on addressing what is most significant to incoe. Performance Objectives	Resource Referenced in scope/Sequence g, editing, rewriting, or or a specific purpose Resource Referenced in scope/Sequence	Reference 9-12Spch6.2.4 10LA.3.1.3 Assessment Correlation Standard Reference 9-12Spch.6.2.4 10LA.3.3.1 10LA.3.4.2 Assessment
w.9-10. style are types ar	Instructional Objectives 4 Produce clear and coherent writing in which the development ropriate to task, purpose, and audience. 4 Produce clear and coherent writing in which the development appropriate to task, purpose, and audience. (Grade-specific extended in standards 1-3 above. Performance Objectives Use pre-writing strategies to produce a first draft that incorporates appropriate Organization/development Style Purpose Audience awareness Instructional Objectives Develop and strengthen writing as needed by planning, revising new approach. Develop and strengthen writing as needed by planning, revising new approach, focusing on addressing what is most significant to ince. Performance Objectives Proofread and edit student work for	Resource Referenced in scope/Sequence g, editing, rewriting, or or a specific purpose Resource Referenced in scope/Sequence	Reference 9-12Spch6.2.4 10LA.3.1.3 Assessment Correlation Standard Reference 9-12Spch.6.2.4 10LA.3.3.1 10LA.3.4.2 Assessment

	1	T	1
	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.		
	Instructional Objective		Standard
	Use technology, including the Internet, to produce and publis	h writing and to	Reference
	and collaborate with others.		
	Use technology, including the Internet, to produce, publish, a		9-12Spch.6.2.3.
	riting products, taking advantage of technology's capacity to li	nk other information	
and to di	splay information flexibility and dynamically.	D D ()	
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	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.		Chanaland
W CCD 7	Instructional Objectives		Standard
	Conduct short as well as more sustained research projects ba		Reference
-	s, demonstrating understanding of the subject under investiga . Conduct short as well as more sustained research projects to		10LA.4.2.2
	g a self-generated question_) or solve a problem; narrow or br		10LA.4.2.2
-	s a sen-generated question_) or solve a problem, narrow or bri ate; synthesize multiple sources on the subject, demonstrating		
	nder investigation.	understanding of the	
3ubject u	Performance Objectives	Resource Referenced	Assessment
	r enormance objectives	in scope/Sequence	Correlation
1	Produce a self-generated question that required a	in scope, sequence	Correlation
•	researched answer.		
2	Assess whether the question needs to be narrowed of		
_	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.		
	Instructional Objectives		Standard
W.CCR.8	Gather relevant information from multiple print and digital so	ources, asses the	Reference
	ity and accuracy of each source, and integrate the information		
plagiarisr	n.		10LA.4.2.2
	.Gather relevant information from multiple authoritative print		
	rance searches effectively; assess the usefulness of each source		
	question; integrate information into the test selectively to mai	intain the flow of ideas,	
avoiding	plagiarism and following a standard format for citation.		
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation

	The state of the s	1	1
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
	Draw evidence from literary or informational texts to support	analysis, reflection,	Reference
and resea			
W.9-10.9	 a. Draw evidence from literary or informational texts to suppo 	ort analysis, reflection,	None
and resea	ırch.		
Apply gra	des 9-10 Reading standards to literature (e.g. "Analyze how ar	n author draws on and	
	ns source material in a specific work [e.g., how Shakespeare tre		
from Ovid	d or the Bible or how a later author draws on a play by Shakesp	peare]").	
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	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
W.CCR.9.	Draw evidence from literary or informational texts to support	analysis, reflection,	Reference
and resea	•	•	
W.9-10.9	b. Draw evidence from literary or informational texts to suppo	ort analysis, reflection,	10LA.2.2.3
and resea		,	
Apply gra	des 9-10 Reading standards to nonfiction(e.g. "Delineate and e	evaluate the argument	
	fic claims in a text, assessing whether the reasoning is valid an		
	and sufficient; identify false statements and fallacious reasonir		
	Performance Objectives	Resource Referenced	Assessment
	_	in scope/Sequence	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	1	Standard
W.CCR.10	D. Write routinely over extended time frames (time for research	ch), reflection, and	Reference
	and shorter time frames (a single sitting or a day or two) for a		
-	, and audience.		None
	0. Write routinely over extended time frames (time for research	ch), reflection, and	
	and shorter time frames (a single sitting or a day or two) for a	·	
	, and audience.	0: 300.00)	
7 a. posco,	Performance Objectives	Resource Referenced	Assessment
	. crisand dajethres	in scope/Sequence	Correlation
1	Identify a writing task, purpose, and audience.	seeper sequence	30
2	Use skills developed in standards 1-9 to compose writing		
۷	assignments of varied length and complexity for a range of		
l	tasks.		

		1	1
			6
CL CCD 4	Instructional Objectives Prepare for and participate effectively in a range of conversation		Standard
	Reference		
with diver	None		
persuasive	·	va dissussions lana an	None
	 Initiate and participate effectively in a range of collaborative pups, and teacher-led) with diverse partners on grades 9-10 to 		
_	n others' ideas and expressing their own clearly and persuasiv		
_	iscussions prepared having read and researched material und		
	nat preparation by referring to evidence from texts and other	• • • •	
	stimulate a thoughtful, well-reasoned exchange of ideas.	research on the topic	
NO.	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Question assigned reading material in order to initiate	occipa, coquence	
	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
SL.CCR.1	repare for and participate effectively in a range of conversati	ons and collaborations	Reference
with diver	se partners, building on others' ideas and expressing their ow	n clearly and	
persuasive			None
	b. Initiate and participate effectively in a range of collaborativ		
_	oups, and teacher-led) with diverse partners on grades 9-10 to		
	n others' ideas and expressing their own clearly and persuasiv		
	peers to set rules for collegial discussions and decision-makin		
	, taking votes on key issues, presentation of alternate views),	clear goals and	
	and individual roles as needed.	I	_
NO.	Performance Objectives	Resource Referenced	Assessment
1	Fatablish arous apple	in scope/Sequence	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	<u> </u>	Standard
SLCCR 1	repare for and participate effectively in a range of conversati	ons and collaborations	Reference
	se partners, building on others' ideas and expressing their ow		ACICICIENCE
persuasive	· · · · · · · · · · · · · · · · · · ·	ir cicarry and	None
•	:. Initiate and participate effectively in a range of collaborativ	e discussions (one-on-	140116
	pups, and teacher-led) with diverse partners on grades 9-10 to	-	
_	n others' ideas and expressing their own clearly and persuasiv		
	and persuasiv	- 1:	1

Pronel cor	nversations by posing and responding to questions that relate	the current discussion	
	r themes or larger ideas; actively incorporate others into the		
	challenge ideas and conclusions.	anscassions, and clarity,	
NO.	Performance Objectives	Resource Referenced	Assessment
110.	Terrormance objectives	in scope/Sequence	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		
J	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
SL.CCR 1	Prepare for and participate effectively in a range of conversat	ions and collaborations	Reference
	se partners, building on others' ideas and expressing their ow		Reference
persuasive	· · · · · · · · · · · · · · · · · · ·	vir cicarry and	None
-	d. Initiate and participate effectively in a range of collaborativ	ve discussions (one-on-	None
	pups, and teacher-led) with diverse partners on grades 9-10 t		
	n others' ideas and expressing their own clearly and persuasi	• •	
•	houghtfully to diverse perspectives, summarize point of agre	•	
-	nent, and when warranted, qualify or justify their own views a		
	connections in the light of the evidence and reasoning prese		
mane nev	reconnections in the light of the evidence and reasoning prese		
	Performance Objectives		Assessment
NO.	Performance Objectives	Resource Referenced	Assessment Correlation
NO.			Assessment Correlation
NO. 1	Respond thoughtfully to others' perspectives.	Resource Referenced	
NO. 1 2	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement.	Resource Referenced	
NO. 1 2 3	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence.	Resource Referenced	
NO. 1 2 3 4	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented.	Resource Referenced	
NO. 1 2 3	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. Respond thoughtfully to diverse perspectives, summarize	Resource Referenced	
NO. 1 2 3 4	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when	Resource Referenced	
NO. 1 2 3 4	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and	Resource Referenced	
NO. 1 2 3 4	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. 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	Resource Referenced	
NO. 1 2 3 4	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. 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.	Resource Referenced	Correlation
NO. 1 2 3 4 5	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. 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	Resource Referenced in scope/Sequence	Correlation
NO. 1 2 3 4 5	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. 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 ntegrate and evaluate information presented in diverse mediane.	Resource Referenced in scope/Sequence	Correlation
NO. 1 2 3 4 5 SL.CCR.2 I visually, q	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. 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 ntegrate and evaluate information presented in diverse medicantitatively, and orally.	Resource Referenced in scope/Sequence	Standard Reference
NO. 1 2 3 4 5 SL.CCR.2 visually, q SL.9-10.2	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. 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 Integrate and evaluate information presented in diverse mediuantitatively, and orally. Integrate multiple sources of information presented in diverse	Resource Referenced in scope/Sequence ia and formats, including e media or formats (i.e.,	Correlation
NO. 1 2 3 4 5 SL.CCR.2 visually, q SL.9-10.2 visually, q	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. 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 Integrate and evaluate information presented in diverse mediuantitatively, and orally. Integrate multiple sources of information presented in diversuantitatively, orally) evaluating the credibility and accuracy or	Resource Referenced in scope/Sequence ia and formats, including e media or formats (i.e., feach source.	Standard Reference
NO. 1 2 3 4 5 SL.CCR.2 visually, q SL.9-10.2	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. 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 Integrate and evaluate information presented in diverse mediuantitatively, and orally. Integrate multiple sources of information presented in diverse	Resource Referenced in scope/Sequence ia and formats, including e media or formats (i.e., f each source. Resource Referenced	Standard Reference None
NO. 1 2 3 4 5 SL.CCR.2 visually, q SL.9-10.2 visually, q NO.	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. 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 Integrate and evaluate information presented in diverse mediuantitatively, and orally. Integrate multiple sources of information presented in diversuantitatively, orally) evaluating the credibility and accuracy of Performance Objectives	Resource Referenced in scope/Sequence ia and formats, including e media or formats (i.e., feach source.	Standard Reference
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NO. 1 2 3 4 5 SL.CCR.2 visually, q SL.9-10.2 visually, q NO. 1 2	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. 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 Integrate and evaluate information presented in diverse mediuantitatively, and orally. Integrate multiple sources of information presented in diversuantitatively, orally) evaluating the credibility and accuracy of Performance Objectives Incorporate multiple sources presented in different media. Assess the credibility and accuracy of each source.	Resource Referenced in scope/Sequence ia and formats, including e media or formats (i.e., f each source. Resource Referenced	Standard Reference None
NO. 1 2 3 4 5 SL.CCR.2 visually, q SL.9-10.2 visually, q NO.	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. 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 Integrate and evaluate information presented in diverse mediuantitatively, and orally. Integrate multiple sources of information presented in diversuantitatively, orally) evaluating the credibility and accuracy of Performance Objectives Incorporate multiple sources presented in different media. Assess the credibility and accuracy of each source. Integrate multiple sources of information presented in	Resource Referenced in scope/Sequence ia and formats, including e media or formats (i.e., f each source. Resource Referenced	Standard Reference None
NO. 1 2 3 4 5 SL.CCR.2 visually, q SL.9-10.2 visually, q NO. 1 2	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. 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 Integrate and evaluate information presented in diverse medicuantitatively, and orally. Integrate multiple sources of information presented in diversuantitatively, orally) evaluating the credibility and accuracy of Performance Objectives Incorporate multiple sources presented in different media. Assess the credibility and accuracy of each source. Integrate multiple sources of information presented in diverse media or formats (i.e., visually, quantitatively,	Resource Referenced in scope/Sequence ia and formats, including e media or formats (i.e., f each source. Resource Referenced	Standard Reference None
NO. 1 2 3 4 5 SL.CCR.2 visually, q SL.9-10.2 visually, q NO. 1 2	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. 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 Integrate and evaluate information presented in diverse medicuantitatively, and orally. Integrate multiple sources of information presented in diversuantitatively, orally) evaluating the credibility and accuracy of Performance Objectives Incorporate multiple sources presented in different media. Assess the credibility and accuracy of each source. Integrate multiple sources of information presented in diverse media or formats (i.e., visually, quantitatively, orally) evaluating the credibility and accuracy of each	Resource Referenced in scope/Sequence ia and formats, including e media or formats (i.e., f each source. Resource Referenced	Standard Reference None
NO. 1 2 3 4 5 SL.CCR.2 visually, q SL.9-10.2 visually, q NO. 1 2	Respond thoughtfully to others' perspectives. Summarize points of agreement and disagreement. Qualify or justify claims with supportive evidence. Devise new connections based on learning presented. 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 Integrate and evaluate information presented in diverse medicuantitatively, and orally. Integrate multiple sources of information presented in diversuantitatively, orally) evaluating the credibility and accuracy of Performance Objectives Incorporate multiple sources presented in different media. Assess the credibility and accuracy of each source. Integrate multiple sources of information presented in diverse media or formats (i.e., visually, quantitatively,	Resource Referenced in scope/Sequence ia and formats, including e media or formats (i.e., f each source. Resource Referenced	Standard Reference None

SL.CCR.3. SL.9-10.3.	SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric,		
identifyin	g any fallacious reasoning or exaggerated or distorted evidenc	e.	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		
	 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
SL.CCR.4.	Present information, findings, and supporting evidence such t	hat listeners can follow	Reference
the line o	reasoning and the organization, development, and style are a	appropriate to task,	9-12Spch.6.2.2
	and audience.		9-12Spch.6.1.2
	Present information, findings, and supporting evidence clearl	• • • • • • • • • • • • • • • • • • • •	
• .	uch that listeners can following the line of reasoning and the c	•	
developm	ent, substance, and style are appropriate to purpose, audienc	e, and task.	
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
SL.CCR.5.	Make strategic use of digital media and visual displays of data	to express information	Reference
	nce understanding of presentations.		9-12Spch.6.2.3
	Make strategic use of digital media (e.g., Textual, graphical, a		9-12Spch.6.1.2
	e) in presentations to enhance understanding of findings, reas	oning, and evidence	
and to ad	d interest.	T	
NO.	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	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
SI CCR 6	Adapt speech to a variety of context and communicative tasks	s. demonstrating	Reference

	of formal English when indicated or appropriate.		9-12Spch.6.1.1
	Adapt speech to a variety of context and tasks, demonstratin	g command of formal	
	nen indicated or appropriate.	Danassuman Dafassamanad	A
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
	Demonstrate command of the conventions of standard English ting or speaking.	grammar and usage	Reference
	. Demonstrate command of the conventions of standard Engli	sh grammar and usage	10LA.5.3.1
	ting or speaking.	on brailiniar and asage	1017.3.3.1
	el structure.		
NO.	Performance Objectives	Resource Referenced	Assessment
	·	in scope/Sequence	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
	Demonstrate command of the conventions of standard English	grammar and usage	Reference
	ting or speaking.	-l	101 4 5 4 4
	 Demonstrate command of the conventions of standard Engli ting or speaking. 	sn grammar and usage	10LA.5.4.1 10LA.5.4.1
	ing of speaking. us types of phrase (noun, verb, adjectival, adverbial, participia	l nrenositional	10LA.5.4.1
	and clauses (independent, dependent, noun, relative, adverb		
-	and add variety and interest to writing or presentations.	iai, to convey specific	
		Resource Referenced	Assessment
	·	in scope/Sequence	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
	emonstrate command of the conventions of standard English	capitalization,	Reference
•	on, and spelling when writing.	ala anastra l'anno	10LA.5.4.2
L.Y-IU.Za	Demonstrate command of the conventions of standard English and spelling when writing	sn capitalization,	
	on, and spelling when writing.		
punctuati		o closoly rolated	
punctuati Use a sen	nicolon (and perhaps a conjunctive adverb) to link two or more	e closely related	
punctuati Use a sen		e closely related Resource Referenced	Assessment

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
L.CCR.2	remonstrate command of the conventions of standard English	capitalization,	Reference
	ion, and spelling when writing.	,	10LA.5.4.2
	Demonstrate command of the conventions of standard Engli	ish capitalization,	
	ion, and spelling when writing.		
Use a col	on to introduce a list or quotation.		
NO.	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	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
L.CCR.2	emonstrate command of the conventions of standard English	capitalization,	Reference
•	ion, and spelling when writing.		10LA.5.4.2
L.9-10.2c	. Demonstrate command of the conventions of standard Engli	sh capitalization,	
-	ion, and spelling when writing.		
Spell Cori			
NO.	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	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
	pply knowledge of language to understand functions in differ		Reference
	choices for meaning or style, and to comprehend more fully w	hen reading or	10LA.4.2.2
listening.			
	 Apply knowledge of language to understand functions in diff 		
	choices for meaning or style, and to comprehend more fully w	hen reading or	
listening.			
	d edit work so that in conforms to the guidelines in a style mar	· -	
	k, Turabian's Manual for Writers) appropriate for the disciplin		
NO.	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	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	(To be used in conjunction with WCCR.4)		
	Instructional Objectives	_	Standard
I CCR 4	Determine or clarify the meaning of unknown and multiple me	eaning words and	Reference

•	using context clues, analyzing meaningful word parts, and co	onsulting general and	10LA.1.8.2
-	d reference material, as appropriate.		
	Determine or clarify the meaning of unknown and multiple m	_	
ohrases b	ased on grades 9-10 reading and context, choosing flexibility f	rom a range of	
strategies			
	xt (e.g., the overall meaning of a sentence, paragraph, or text	; a word's position or	
function i	n a sentence) as a clue to the meaning of a word or phrase.		
NO.	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Generalize the meaning of unknown words based on		
	context clues.		
2	Assess student generated definition with reference		
	material.		
	Instructional Objectives		Standard
CCR.4. [etermine or clarify the meaning of unknown and multiple me	aning words and	Reference
	vusing context clues, analyzing meaningful word parts, and co	=	10LA.1.8.1
	d reference material, as appropriate.	5a	102/ 110/12
•	Determine or clarify the meaning of unknown and multiple m	neaning words and	
	ased on grades 9-10 reading and context, choosing flexibility f	•	
strategies		Tom a range of	
•	nd correctly use patterns of word changes that indicate differe	ant meanings or narts of	
	g., analyze, analysis, analytical; advocate, advocacy).	ent inearings or parts or	
NO.	Performance Objectives	Resource Referenced	Assessment
NO.	Performance Objectives		
•	Development of the second section of the second	in scope/Sequence	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.		
	Instructional Objectives		Standard
CCR.4 . [etermine or clarify the meaning of unknown and multiple me	aning words and	Reference
ohrases b	, using context clues, analyzing meaningful word parts, and co	onsulting general and	
pecialize	d reference material, as appropriate.		None
9-10.4c.	Determine or clarify the meaning of unknown and multiple m	neaning words and	
ohrases b	ased on grades 9-10 reading and context, choosing flexibility f	rom a range of	
trategies			
Consult ge	eneral and specialized reference material (e.g., dictionaries, glo	ossaries, thesauruses),	
oth print	and digital, to find the pronunciation of a word or determine	or clarify its precise	
meaning,	it part of speech, or its etymology.		
NO.	Performance Objectives	Resource Referenced	Assessment
	•	in scope/Sequence	Correlation
1	Consult reference material to find the pronunciation,		
	meaning, part of speech or etymology of a word.		
	Instructional Objectives	1	Standard
.CCR.4	etermine or clarify the meaning of unknown and multiple me	aning words and	Reference
	using context clues, analyzing meaningful word parts, and co		
	r using context cides, analyzing meaningful word parts, and co d reference material, as appropriate.	onsulting general allu	10LA.1.8.2
		acaning words and	10LA.1.0.2
	Determine or clarify the meaning of unknown and multiple meaning on grades 0.10 reading and context, choosing flexibility for		
	ased on grades 9-10 reading and context, choosing flexibility f	rom a range of	
trategies		, , , , , , ,	
erify the	preliminary determination of the meaning of a word or phras	se (e.g., by checking the	

interrea	meaning in context or in a dictionary).		
NO.	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Generalize the meaning of unknown words and phrases.		
2	Assess student generated definition with reference		
	material.		Ctondoud
I CCD F	Instructional Objective	s in word magnings	Standard Reference
	Demonstrate understanding or word relationships and nuance	_	
	 Demonstrate understanding or word relationships and nuand figures of speech (e.g., Euphemism, oxymoron) in context and 	_	9-12Spch.6.2.6 10LA.2.3.6
the text.	figures of speech (e.g., Euphemish), oxymoron) in context and	i alialyzes their role ili	10LA.2.3.0
NO.	Performance Objectives	Resource Referenced	Assessment
	Terrormance Objectives	in scope/Sequence	Correlation
1	Identify figures of speech specifically euphemisms and	iii scope/ sequence	Correlation
-	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		
7	oxymoron to support or convey the theme of his/her		
	published work.		
	1.		Standard
L.CCR.5.	Instructional Objective	s in word meanings.	Standard Reference
	Instructional Objective Demonstrate understanding or word relationships and nuance	_	Reference
L.9-10.5b	Instructional Objective Demonstrate understanding or word relationships and nuance Demonstrate understanding or word relationships and nuance	_	Reference 10LA.2.3.6
L.9-10.5b	Instructional Objective Demonstrate understanding or word relationships and nuance	_	Reference
L.9-10.5b	Instructional Objective Demonstrate understanding or word relationships and nuance Demonstrate understanding or word relationships and nuance nuances in the meaning of words with similar denotations.	_	Reference 10LA.2.3.6
L.9-10.5 k Analyze r	Instructional Objective Demonstrate understanding or word relationships and nuance Demonstrate understanding or word relationships and nuance	ces in word meanings.	Reference 10LA.2.3.6 10LA.2.3.3
L.9-10.5 k Analyze r	Instructional Objective Demonstrate understanding or word relationships and nuance Demonstrate understanding or word relationships and nuance nuances in the meaning of words with similar denotations. Performance Objectives	Resource Referenced	Reference 10LA.2.3.6 10LA.2.3.3 Assessment
L.9-10.5k Analyze r NO.	Instructional Objective Demonstrate understanding or word relationships and nuance Demonstrate understanding or word relationships and nuance nuances in the meaning of words with similar denotations. Performance Objectives Identify the denotative meaning of common words.	Resource Referenced	Reference 10LA.2.3.6 10LA.2.3.3 Assessment
NO.	Instructional Objective Demonstrate understanding or word relationships and nuance Demonstrate understanding or word relationships and nuance nuances in the meaning of words with similar denotations. Performance Objectives	Resource Referenced	Reference 10LA.2.3.6 10LA.2.3.3 Assessment
NO.	Instructional Objective Demonstrate understanding or word relationships and nuance Demonstrate understanding or word relationships and nuance nuances in the meaning of words with similar denotations. Performance Objectives Identify the denotative meaning of common words. Interpret the implied mood/tone of a word based on its	Resource Referenced	Reference 10LA.2.3.6 10LA.2.3.3 Assessment
L.9-10.5k Analyze r NO. 1	Instructional Objective Demonstrate understanding or word relationships and nuance Demonstrate understanding or word relationships and nuance nuances in the meaning of words with similar denotations. Performance Objectives Identify the denotative meaning of common words. Interpret the implied mood/tone of a word based on its denotative meaning.	Resource Referenced	Reference 10LA.2.3.6 10LA.2.3.3 Assessment
L.9-10.5k Analyze r NO.	Instructional Objective Demonstrate understanding or word relationships and nuance Demonstrate understanding of words with similar denotations. Performance Objectives Identify the denotative meaning of common words. Interpret the implied mood/tone of a word based on its denotative meaning. Differentiate denotations of commons words used in published works.	Resource Referenced	Reference 10LA.2.3.6 10LA.2.3.3 Assessment Correlation
L.9-10.5k Analyze r NO. 1 2	Instructional Objective Demonstrate understanding or word relationships and nuance Demonstrate understanding of words with similar denotations. Performance Objectives Identify the denotative meaning of common words. Interpret the implied mood/tone of a word based on its denotative meaning. Differentiate denotations of commons words used in	Resource Referenced in scope/Sequence	Reference 10LA.2.3.6 10LA.2.3.3 Assessment
NO. 1 2 3 L.CCR.6.	Instructional Objective Demonstrate understanding or word relationships and nuance Demonstrate understanding of words with similar denotations. Performance Objectives Identify the denotative meaning of common words. Interpret the implied mood/tone of a word based on its denotative meaning. Differentiate denotations of commons words used in published works. Instructional Objectives	Resource Referenced in scope/Sequence	Reference 10LA.2.3.6 10LA.2.3.3 Assessment Correlation
NO. L.CCR.6. and phra	Instructional Objective Demonstrate understanding or word relationships and nuance Demonstrate understanding of common words. Identify the denotative meaning of common words. Interpret the implied mood/tone of a word based on its denotative meaning. Differentiate denotations of commons words used in published works. Instructional Objectives Acquire and use accurately a range of general academic and do ses sufficient for reading, writing, speaking, and listening as the	Resource Referenced in scope/Sequence omain-specific words e college and career	Reference 10LA.2.3.6 10LA.2.3.3 Assessment Correlation
NO. L.CCR.6. and phra readines:	Instructional Objective Demonstrate understanding or word relationships and nuance Demonstrate understanding of words with similar denotations. Performance Objectives Identify the denotative meaning of common words. Interpret the implied mood/tone of a word based on its denotative meaning. Differentiate denotations of commons words used in published works. Instructional Objectives Acquire and use accurately a range of general academic and do	Resource Referenced in scope/Sequence Domain-specific words e college and career owledge when	Reference 10LA.2.3.6 10LA.2.3.3 Assessment Correlation Standard Reference
NO. 1 2 3 L.CCR.6. and phra readiness consideri	Instructional Objective Demonstrate understanding or word relationships and nuance Demonstrate denotations Performance Objectives Identify the denotative meaning of common words. Interpret the implied mood/tone of a word based on its denotative meaning. Differentiate denotations of commons words used in published works. Instructional Objectives Acquire and use accurately a range of general academic and do ses sufficient for reading, writing, speaking, and listening as the selevel; demonstrate independence in gathering vocabulary knows.	Resource Referenced in scope/Sequence omain-specific words e college and career owledge when on.	Reference 10LA.2.3.6 10LA.2.3.3 Assessment Correlation Standard Reference
NO. 1 2 3 L.CCR.6. and phra readiness consideri L.9-10.6.	Instructional Objective Demonstrate understanding or word relationships and nuance Demonstrate denotations Interpretation denotative meaning of common words. Interpret the implied mood/tone of a word based on its denotative meaning. Differentiate denotations of commons words used in published works. Instructional Objectives Acquire and use accurately a range of general academic and do ses sufficient for reading, writing, speaking, and listening as the selevel; demonstrate independence in gathering vocabulary known ga word or phrase important to comprehension or expression	Resource Referenced in scope/Sequence omain-specific words e college and career owledge when on. omain-specific words	Reference 10LA.2.3.6 10LA.2.3.3 Assessment Correlation Standard Reference
NO. 1 2 3 L.CCR.6. and phra readiness consideri L.9-10.6. and phra	Instructional Objective Demonstrate understanding or word relationships and nuance Demonstrate understanding of words with similar denotations. Performance Objectives Interpret the implied mood/tone of a word based on its denotative meaning. Differentiate denotations of commons words used in published works. Instructional Objectives Acquire and use accurately a range of general academic and do ses sufficient for reading, writing, speaking, and listening as the slevel; demonstrate independence in gathering vocabulary known a word or phrase important to comprehension or expression Acquire and use accurately a range of general academic and descriptions.	Resource Referenced in scope/Sequence Domain-specific words e college and career owledge when on. Omain-specific words e college and career owledge when on.	Reference 10LA.2.3.6 10LA.2.3.3 Assessment Correlation Standard Reference
NO. 1 2 3 L.CCR.6. and phra readiness consideri L.9-10.6. and phra readiness readiness readiness.	Instructional Objective Demonstrate understanding or word relationships and nuance Demonstrate denotations Identify the denotative meaning of common words. Interpret the implied mood/tone of a word based on its denotative meaning. Differentiate denotations of commons words used in published works. Instructional Objectives Acquire and use accurately a range of general academic and do ses sufficient for reading, writing, speaking, and listening as the selevel; demonstrate independence in gathering vocabulary known as word or phrase important to comprehension or expression Acquire and use accurately a range of general academic and do ses sufficient for reading, writing, speaking, and listening as the selevel; demonstrate independence in gathering vocabulary known as word or phrase important to comprehension or expression as word or phrase important to comprehension or expression as word or phrase important to comprehension or expression	Resource Referenced in scope/Sequence Domain-specific words e college and career owledge when on. Omain-specific words e college and career owledge when own.	Reference 10LA.2.3.6 10LA.2.3.3 Assessment Correlation Standard Reference
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