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| **9th Grade English 1A-Trimester 1****Reading Standards Informational Text****9th-1st Tri.****RI1**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**9th-1st Tri.****RI4**  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**9th-1st tri.****RI10**By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.**Language Standards****9th-1st Tri.****L1** Demonstrate command of the conventions of standards English grammar and usage when writing or speaking.**1a** Use parallel structure.**1b**  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.**9th-1st Tri.****L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**2c**  Spell correctly.**9th-1st Tri.****L3**  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**3a**  Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.**Writing Standards****9th-1st Tri.****W1**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**1a**  Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.**1b**  Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.**1c**  Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.**1d**  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**1e**Provide a concluding statement or section that follows from and supports the argument presented.**9th-1st Tri.****W7**  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.**9th-1st Tri****W8**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**9th Grade English 1B-Trimester 2****Reading Standards Literature Text****9th-2nd Tri.****RL1**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**9th-2nd Tri.****RL4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative,  meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).**9th-2nd Tri.****RL10** By the end of grade 9, read and comprehend literature, includingstories and poems in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.**Language****9th-2nd Tri.****L5** Demonstrate understanding of figurative language,word relationships, and nuances in word meanings.**5a**Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.**5b**Analyze nuances in the meaning of words with similar denotations.**Writing****9th-2nd Tri.****W3**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**9th-2nd Tri.****W5**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 )**9th-2nd. Tri.****W10**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**9th Grade English 1C-Trimester 3****Reading Literature****9th-3rd Tri.****RL7**Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "MusÃ©e des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).**9th-3rd Tri.****RL9**Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).**9th-3rd Tri.****RL10**By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.**Language****9th-3rd Tri.****L4**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.**4a**  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**4b**  Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).**Writing****9th-3rd Tri.****W8**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**9th-3rd Tri.** **W9**  Draw evidence from literary texts to support analysis, reflection, and research.  Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").**9th-3rd Tri.****W10**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**10th Grade English 2A-Trimester 1****Reading For Information****10th-1st Tri.****RI2**Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**10th-1st Tri.****RI5**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).**10th-1st Tri.****RI8**Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.**10th-1st Tri.****RI10**By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.**Language Standards****10th-1st Tri.****L1**  Demonstrate command of the conventions of standards English grammar and usage when writing or speaking.**1a**  Use parallel structure.**1b**  Use various types of clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.**10th-1st Tri.****L2**  Demonstrate command of the conventions of standard English punctuation, and spelling when writing.**2a**  Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.**2b**  Use a colon to introduce a list or quotation.**2c**  Spell correctly.**10th-1st Tri.****L3**  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**3a**  Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.**Writing****10th-1st Tri.****W2**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**2a**  Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.**2b**  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.**2c**  Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**2d**  Use precise language and domain-specific vocabulary to manage the complexity of the topic.**2e**  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**2f**  Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**10th-1st Tri.****W9**  Draw evidence from informational texts to support analysis.  **9b**  Apply grades 9-10 Reading Standards to literary nonfiction.**10th Grade English 2B-Trimester 2****Reading Literature****10th-2nd Tri.****RL2**Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**10th-2nd Tri.****RL3**Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.**Language****10th-2nd Tri.****L 4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.**4c**  Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.**4d**  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**Writing****10th-2nd Tri.****W5**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 )**10th-2nd Tri.****W6**Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**10th Grade English 2C-Trimester 3****Reading Literature****10th-3rd Tri.****RL5**Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.**10th-3rd Tri.****RL6**Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.**10th-3rd Tri.****RL10**By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.**Language****10th-3rd Tri.****L5**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings**5a** Interpret figures of speech (e.g., euphemism, oxymoron) in contextand analyze their role in the text**5b** Analyze nuances in the meaning of words with similar denotations.**L6**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**Writing****10th-3rd Tri.****W4**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)**10th-3rd Tri.****W9**Draw evidence from literary texts to support analysis, reflection, and research.  Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").**10th-3rd Tri.****W10**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**11th Grade English 3A-Trimester 1****Reading Standards Informational Text****11th-1st Tri.****RI1**Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**11th-1st Tri.****RI4**  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.m. how Madison defines faction in *Federalist* No. 10).**11th-1st Tri.****RI10**By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text  complexity band proficiently, with scaffolding as needed at the high end of the range.**Language Standards****11th-1st Tri.****L1**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**1a**  Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.**1b**  Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage)* as needed.**11th-1st Tri.****L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**2c**  Spell correctly.**11th-1st Tri.****L3**  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**3a**  Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences)*for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.**Writing Standards****11th-1st Tri.****W1**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**1a**  Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s),counterclaims, reasons, and evidence.**1b**  Develop claim(s) and counterclaims fairly and thoroughly,supplying  the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns,values and possible biases .**1c**  Use words, phrases, and clauses  as well as varied syntax to linkthe major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.**1d**  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**1e**  Provide a concluding statement or section that follows from and supports the argument presented.**11th-1st Tri.****W7** 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.**11th-1st Tri.****W8**Gather relevant information from multiple authoritative print anddigital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**11th Grade English 3B-Trimester 2****Reading Standards Literature Text****11th-2nd Tri.****RL1:**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**11th-2nd Tri.****RL4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)**11th-2nd Tri.****RL10:**By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.**Language****11th-2nd Tri.****L5**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**5a**  Interpret figures of speech (e.g., hyperbole and paradox) in context and analyze their role in the text.**5b**  Analyze nuances in the meaning of words with similar denotations.**Writing****11th-2nd Tri.****W3**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**11th-2nd Tri.****W5**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10)**11th-2nd Tri.****W10**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**11th Grade English 3C-Trimester 3****Reading Literature****11th-3rd Tri.****RL7**Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)**11th-3rd Tri.****RL9**Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.**11th-3rd Tri.****RL10**By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.**Language****11th-3rd Tri.****L4**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade11-12s readingand content*, choosing flexibly from a range of strategies.**4 a**  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**4 b**  Identify and correctly use patterns of word changes that indicate different meanings or parts of speech  (e.g., *conceive, conception, conceivable*).**4 c**  Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage.**4 d**  Verify the preliminary determination of the meaning of a word orphrase (e.g., by checking the inferred meaning in context or in a dictionary).**Writing****11th-3rd Tri.****W8**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**11th-3rd Tri.****W9**Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").**11th-3rd Tri.****W10**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**12th Grade English 4A-Trimester 1****Reading For Information****12th-1st Tri.****RI2**Determine two or more  central ideas of a text and analyze  their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.**12th-1st Tri.****RI5**Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.**12th-1st Tri.****RI8**Delineate and evaluate the reasoning in seminal U. S. texts, including the application of constitutional principles and use of legal reasoning( e.g.,  in U. S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).**12th-1st Tri.****RI10**By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.**Language Standards****12th-1st Tri.****L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**1 a**  Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.**1 b**  Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner Modern American Usage*) as needed.**12th-1st Tri.****L2**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**2 a**  Observe hyphenation conventions.**2 b**  Spell correctly**12th-1st Tri.****L3**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**3a**  Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.**Writing****12th-1st Tri.****W2**  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to createa unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.**2a**  Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.**2b**  Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**2c**  Use precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.**2d**  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**2e**  Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**12th-1st Tri.****W9**  Draw evidence from informational texts to support analysis.**9b:**  Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").**12th Grade English 4B-Trimester 2****Reading Literature****12th-2nd Tri.****RL2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.**12th-2nd Tri.****RL3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).**Language****12th-2nd Tri.****L 4**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade11-12s readingand content*, choosing flexibly from a range of strategies.**4a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**4b**  Identify and correctly use patterns of word changes that indicate different meanings or parts of speech  (e.g., *conceive, conception, conceivable*).**4 c**  Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage.**4 d**  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**Writing****12th-2nd Tri.****W5**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**12th-2nd Tri.****W6**Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**12th Grade English 4C-Trimester 3****Reading Literature****12th-3rd Tri.****RL5**Analyze how an author's choices concerning how to structure specific parts of a text,  (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.**12th-3rd Tri.****RL-6**Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).**12th-3rd Tri.****RL10**  By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.**Language****12th-3rd Tri.****L5**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**5a**  Interpret figures of speech (e.g., hyperbole and paradox) in context and analyze their role in the text.**5b**  Analyze nuances in the meaning of words with similar denotations.**12th-3rd Tri.****L6**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**Writing****12th-3rd Tri.****W4**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**12th-3rd Tri.****W9**Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").**12th-3rd Tri.****W10**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | Possible Sources and Materials\*Included are sources determined by the District Curriculum and by the teacher.  Internet, youtube, open source materials, text books, nonfiction books, fiction titles, are all possible sources.  This is not meant to be an exhaustive list.**RI1**“The Washwoman”-Prentice Hall Lit. book“Carry Your Own Skiis”-Prentice Hall Lit. book“The Talk”-Prentice Hall Lit. book“The News”-Prentice Hall Lit. book“Silent Spring”-Prentice Hall Lit book*Between Shades of Gray-*Nonfiction Book**RI4**“I Have a Dream”-Prentice Hall Lit. Book“Uncle Marcos”-Prentice Hall Lit. Book“On Summer”-Prentice Hall Lit. Book“A Celebration of Grandfathers”-Prentice Hall Lit. book“My English”-Prentice Hall Lit. book“Before Hip Hop was Hip Hop”-Prentice Hall Lit. book*Between Shades of Gray-*Nonfiction Book**RI10**Independent student practice overseen by the teacher across the curriculum through texts required as well as readings through student choice.  Assigned student non-fiction autobiographies, biographies, memoirs, and informational texts on many topics are possible choices.  Students will demonstrate acquired knowledge through presentations or book reports to be determined by individual teachers.Writing and Grammar-Prentice Hall-Chapters 21-26Writer’s Inc.-Using the Right Word, Parts of Speech**L1**Writing and Grammar-Prentice Hall-Chapters 28-31Writer’s Inc.-Marking Punctuation, Checking Mechanics**L2**Writing and Grammar-Prentice Hall-Chapter 22Writer’s Inc.-Sentence Fluency**L3**Grammar and Writing-Prentice HallWriter’s Inc.Jeffrey Wilhelm TextsOnline Source-idebate.org for famous debates on many topics (100 top debates)Online Source-<http://writingcenter.unc.edu/handouts/fallacies/>Online Source-Purdue OWL-MLA Formatting and Style Guide  <https://owl.english.purdue.edu/owl/resource/747/01/>Online Source:easybib.comOnline Source:  citationmachine.net MLA Style Guide**W1**Writing and Grammar-Prentice Hall-Research SourcesWriting and Grammar-Prentic Hall-Library, InternetWriter’s Inc.-ResearchInternetLili DatabasesWriter’s Inc.--Writing the Research Paper, Using Sources and Avoiding PlagiarismWriter’s Inc.-MLA Documentation Style, Sample MLA Research PaperWriter’s Inc.-APA Documentation StyleWriting and Grammar Prentice Hall Chpt. 12 Research ReportTurnitin.comOnline Source-<http://writingcenter.unc.edu/handouts/fallacies/>Online Source-Purdue OWL-MLA Formatting and Style Guide<http://owl.english.purdue>.edu/owl/resource/747/01/Online Source:  easybib.comOnline Source:  citationmachine.netMLA Style Guide**W7**Writing and Grammar-Prentice Hall-Research SourcesWriting and Grammar-Prentice Hall-Library, InternetWriter’s Inc.-ResearchInternetLili DatabasesWriter’s Inc.--Writing the Research Paper, Using Sources and Avoiding PlagiarismWriter’s Inc.-MLA Documentation Style, Sample MLA Research Paper Writer’s Inc.-APA Documentation Style**W8**Writing and Grammar Prentice Hall Chpt. 12 Research ReportTurnitin.comOnline Source-<http://writingcenter.unc.edu/handouts/fallacies/>Online Source-Purdue OWL-MLA Formatting and Style Guide<http://owl.english.purdue>.edu/owl/resource/747/01/Online Source:  easybib.comOnline Source:  citationmachine.netMLA Style Guide**RL1**“Most Dangerous Game”-Lit book“Sonata for Harp and Bicycle”-Lit. book“The Necklace”-Lit. bookLit. book-Unit 4 PoetryWriting and Grammar Text-Chapter 5 NarrationWriting and Grammar Text-Chapter 6 DescriptionWriter’s Inc.-Stories and Plays*Fahrenheit 451* by Ray Bradbury*The Alchemist* by Paulo Coehlo*The Old Man and the Sea* by Ernest Hemmingway**RL4**“Rules of the Game”-Lit. Book“Jade Peony”-Lit book“Secret Life of Walter Mitty”-Lit Book“Cask of Amontillado”-Lit bookLit. book-Unit 4 PoetryWriting and Grammar Text-Chapter 5 NarrationWriting and Grammar Text-Chapter 6 DescriptionWriter’s Inc.-Stories and Plays*Fahrenheit 451* by Ray Bradbury*The Alchemist* by Paulo Coehlo*The Old Man and the Sea* by Ernest Hemmingway**RL10**In-class as well as independent student practice through student chosen books or poetry.  Students will demonstrate comprehension/analysis of their reading choices through presentations or book reports to be determined by individual teachers.**L5**Writer’s Inc.-Improving Vocabulary SkillsWriting and Grammar-Prentice Hall-Vocabulary and spelling, Reading skills, Study,  Reference, and test-taking skillsVocabulary for AchievementDictionaryThesaurus**W3**Writing and Grammar-Prentice Hall-Narration, DescriptionWriter’s Inc.-Stories, Plays**W5**Writer’s Inc.-The Writing ProcessWriting and Grammar-The Writing Process**W10**Writing prompts will come from self-generated questions or problem solving prompts including teacher guided topics.  Topics will come from literature and novels.  Types and styles of writing examples will come from many forms and writing types.Writing and GrammarWriter’s Inc.writingcenter.unc.edu**RL7**Writing and Grammar-Prentice Hall-Response to LiteratureWriter’s Inc. -Responding to LiteratureThe Odyssey-Prentice Hall Lit. bookRomeo and Juliet-Prentice Hall Lit. book“Pyramus and Thisbe”-Prentice Hall Lit. bookWest Side Story Film“Interlopers”-Prentice Hall Lit. Writing and Grammar-Prentice Hall-Response to LiteratureWriter’s Inc. -Responding to Literature**RL9**Writing and Grammar-Prentice Hall-Response to LiteratureWriter’s Inc. -Responding to LiteratureThe Odyssey-Prentice Hall Lit. bookRomeo and Juliet-Prentice Hall Lit. book“Pyramus and Thisbe”-Prentice Hall Lit. bookWest Side Story Film“Interlopers”-Prentice Hall Lit. Writing and Grammar-Prentice Hall-Response to LiteratureWriter’s Inc. -Responding to Literature**RL10**In-class as well as independent student practice through student chosen books or plays.  Students will demonstrate comprehension/analysis of their reading choices through presentations or book reports to be determined by individual teachers.**L4**Writing and Grammar-Prentice Hall-Reading Strategies, Study, References, Test-taking strategiesOnline-(rootwords) learnthat.orgWriter’s Inc.-Reading Graphics, Critical Reading, Improving VocabularyDictionaryThesaurus**W8** *Night* Nonfiction Book*To Destroy Me is No Loss* -Nonfiction BookPrentice Hall Literature Units 1 and 3**W9***Night* Nonfiction Book*To Destroy Me is No Loss* -Nonfiction BookPrentice Hall Literature Units 1 and 3Online Source-<http://writingcenter.unc.edu/handouts/fallacies/>**W10**Independent student practice overseen by the teacher across the curriculum through texts required as well as readings through student choice.  Assigned student non-fiction autobiographies, biographies, memoirs, and informational texts on many topics are possible choices.  Students will demonstrate acquired knowledge through presentations or book reports to be determined by individual teachers.**RI2**Writing and Grammar-Prentice HallWriter’s Inc.-Using the Right Word, Parts of Speech**RI5**Writing and Grammar-Prentice HalWriter’s Inc.- Marking Punctuation, Checking Mechanics**RI8**Writing and Grammar-Prentice HallWriter’s Inc.-Marking Punctuation, Checking Mechanics**RI10**Independent student practice overseen by the teacher across the curriculum through texts required as well as readings through student choice.  Assigned student non-fiction autobiographies, biographies, memoirs, and informational texts on many topics are possible choices.  Students will demonstrate acquired knowledge through presentations or book reports to be determined by individual teachers.**L1**Writing and Grammar-Prentice HallWriter’s Inc.-Using the Right Word, Parts of Speech, and Using the Language**L2**Writing and Grammar-Prentice HallWriter’s Inc.-Using the Right Word, Parts of Speech, and Using the Language**L3**Writing and Grammar-Prentice HallWriter’s Inc.-Using the Right Word, Parts of Speech, and Using the Language**W2**Writing and Grammar-Prentice HallWriter’s Inc.Jeffrey Wilhelm TextsOnline Source-idebate.orgOnline Source- writingcenter.unc.eduBetter Steps to WritingAP Writing WorkbookOnline Source-Purdue OWL-MLA Formatting and Style GuideOnline Source-easybib.comOnline Source-citationmachine.netMLA Style GuideBoise State Writing ProjectIdaho State Depart. of Education (Core Standards)**W9**Sources will come from texts and boos determined through student research for information relevant to topics of self-generated questioning or problem solving research or teacher guided topics and purposesWriting and Grammar-Prentice Hall-Writing for AssessmentWriter’s Inc.-Academic WritingOnline sources-writingcenter.unc.edu/handouts/fallaciesOnline Source-Purdue OWL-MLA Formatting and Style GuidOnline Source-easybib.coOnline Source-citationmachine.netMLA Style GuideBoise State Writing ProjectIdaho State Depart. of Education (Core Standards)**RL2**Prentice Hall Lit. book-Unit 2 Short StoryPrentice Hall Lit. book-Unit 4 PoetryWriting and Grammar-Prentice Hall-Chapter 5 NarrationWriting and Grammar-Prentice Hall-Chapter 6 DescriptionWriter’s Inc.-Stories and Plays*Unbroken*-by Laura Hillenbrand**RL3**Prentice Hall Lit. book-Unit 2 Short StoryPrentice Hall Lit. book-Unit 4 PoetryWriting and Grammar-Prentice Hall-Chapter 5 NarrationWriting and Grammar-Prentice Hall-Chapter 6 DescriptionWriter’s Inc.-Stories and Plays*Unbroken*-by Laura Hillenbrand**L4**Writing and Grammar-Prentice Hall-Reading Strategies, Study, Reference, Test-taking       StrategiesOnline Source-(Root Words Website)  [www.learnthat.org/pages/view/roots.html](http://www.learnthat.org/pages/view/roots.html)Writer’s Inc.- Reading Graphics, Critical Reading Skills, Improving Vocabulary Skills, Dictionary, Thesaurus**W5**Writer’s Inc.-The Writing ProcessWriting and Grammar-The Writing Process**W6**Writer’s Inc.-“Writing with a Computer”Writer’s Inc.- “Publishing Your Writing”Google DriveInternet**RL5**Prentice Hall Lit. Book Unit 2-Short StoryPrentice Hall Lit. Book-Unit 4 PoetryWriting and Grammar-Prentice Hall-Chapt. 5 NarrationWriting and Grammar-Prentice Hall-Chapt. 6 NarrationWriter’s Inc.-Stories and Plays*Antigone**Julius Caesar***RL6**Prentice Hall Lit. Book Unit 2-Short StoryPrentice Hall Lit. Book-Unit 4 PoetryWriting and Grammar-Prentice Hall-Chapt. 5 NarrationWriting and Grammar-Prentice Hall-Chapt. 6 NarrationWriter’s Inc.-Stories and Plays*Antigone**Julius Caesar*Online sources for WWII material from the Asian experienceOnline sources for WWII material from the European experience**RL10**In-class as well as independent student practice through student chosen books.  Students will demonstrate comprehension/analysis of their reading choices through presentations or book reports to be determined by individual teachers.**L5**Writer’s Inc.-Improving Vocabulary SkillsWriting and Grammar-Prentice Hall-Vocabulary and Spelling-Reading Skills-Study-Reference-and Test-taking SkillsVocabulary for AchievementDictionaryThesaurus**L6**Writer’s Inc.-Improving Vocabulary SkillsWriting and Grammar-Prentice Hall-Vocabulary and Spelling-Reading Skills-Study-Reference-and Test-taking SkillsVocabulary for AchievementDictionaryThesaurus**W4**Grammar and Writing-Prentice HallWriter’s Inc.Jeffrey Wilhelm Textsidebate.orgwritingcenter.unc.eduAP Writing WorkbookPurdue OWL-MLA Formatting and Style Guideeasybib.comcitationmachine.netMLA Style GuideBoise State Writing ProjectIdaho State Department of Education-Core Standards**W9**Writing topics and prompts will come from texts and books determined through student research for information relevant to topics of self-generated questioning or problem solving research or teacher guided topics and purposes.Grammar and Writing-Prentice HallWriter’s Inc.Jeffrey Wilhelm Textsidebate.orgwritingcenter.unc.eduAP Writing WorkbookPurdue OWL-MLA Formatting and Style Guideeasybib.comcitationmachine.netMLA Style GuideBoise State Writing ProjectIdaho State Department of Education-Core Standards**W10**Sources will come from texts and books determined through student research for information relevant to topics of self-generated questioning or problem solving research or teacher guided topics and purposes.Grammar and Writing-Prentice Hall-Writing for AssessmentWriter’s Inc.-Academic WritingJeffrey Wilhelm Textsidebate.orgwritingcenter.unc.eduAP Writing WorkbookPurdue OWL-MLA Formatting and Style Guideeasybib.comcitationmachine.netMLA Style GuideBoise State Writing ProjectIdaho State Department of Education-Core Standards**RI1**American Experience-Prentice Hall Unit 1 (Nonfiction focus)American Experience-Prentice Hall Unit 2 (Nonfiction focus)*Scarlett Letter**The Crucible***RI4**American Experience-Prentice Hall Unit 1 (Nonfiction focus)American Experience-Prentice Hall Unit 2 (Nonfiction focus)*Scarlett Letter**The Crucible***RI10**Independent student practice overseen by the teacher across the curriculum through texts required as well as readings through student choice.  Assigned student non-fiction autobiographies, biographies, memoirs, and informational texts on many topics are possible choices.  Students will demonstrate acquired knowledge through presentations or book reports to be determined by individual teachers.**L1**Writing and Grammar-Prentice HallWriter’s Inc.-Using the Right Word, Parts of SpeechReference Works**L2**Writing and Grammar-Prentice Hall-Chapters 28-31Writer’s Inc.-Marking Punctuation, Checking MechanicsReference Works**L3**Writing and Grammar-Prentice HallWriter’s Inc.Reference Works**W1**Grammar and Writing-Prentice HallWriter’s Inc.Jeffrey Wilhelm Textsidebate.orgwritingcenter.unc.eduPurdue OWL-MLA Formatting and Style Guideeasybib.comcitationmachine.netMLA Style Guide**W7**Writing and Grammar-Prentice Hall-Research SourcesWriting and Grammar-Prentice Hall-Library, InternetWriter’s Inc.-”Research”Internet**W8**Writer’s Inc.-Writing the Research Paper, Using Sources and Avoiding Plagiarism, MLA Documentation Style, Sample MLA Research Paper, APA Documentation StyleWriting and Grammar-Prentice Hall-Chapt. 12-Research Reportturnitin.comwritingcenter.unc.eduPurdue OWL-MLA Formatting and Style Guideeasybib.comcitationmachine.netMLA Style Guide**RL1**American Experience-Prentice Hall-Units 3-5Writing and Grammar-Prentice HallWriter’s Inc. Stories and Plays*Huckleberry Finn**To Kill a Mockingbird***RL4**American Experience-Prentice Hall-Units 3-5Writing and Grammar-Prentice HallWriter’s Inc. Stories and Plays*Huckleberry Finn**To Kill a Mockingbird***RL10**In-class as well as independent student practice through student chosen books or plays.  Students will demonstrate comprehension/analysis of their reading choices through presentations or book reports to be determined by individual teachers.**L5**Writer’s inc.-improving Vocabulary SkillsWriting and Grammar-Prentice Hall-Vocabulary and Spelling, Reading Skills, Study, Reference, and Test-taking Skills**W3**Writing and Grammar-Prentice HallWriter’s Inc.Creative Writing Web Sites/Lesson Plans**W5**Writer’s and Grammar-Prentice HallWriter’s Inc.-”Understanding the Writing Process”Writer’s Inc.-”Writing as a Process”**W10**Sources will come from texts and books determined through student research for information relevant to topics of self-generated creative writing projects or teacher guided topics and prompts.**RL7**American Experience-Prentice HallWriting and Grammar-Prentice Hall-Personal /Response to Lit.Writer’s Inc.-Stories and Plays*Of Mice and Men**Jane Eyre***RL9**American Experience-Prentice HallWriting and Grammar-Prentice Hall-Personal/Response to Lit.Writer’s Inc.-Stories and Plays*Of Mice and Men**Jane Eyre***RL10**In-class as well as independent student practice through student chosen books or plays.  Students will demonstrate comprehension/analysis of their reading choices through presentations or book reports to be determined by individual teachers.**L4**Writing and Grammar-Prentice Hall-Reading Strategies, Study, Reference, Test-taking StrategiesOnline Source:  (root words website)  learnthat.orgWriter’s Inc.-Reading graphics, Critical reading skills, Improving Vocabulary skills, Dictionary, Thesaurus**W8**Writer’s Inc.-Writing the Research Paper, Using Sources and Avoiding Plagiarism, MLA Documentation Style, APA Documentation StyleWriting and Grammar-Research Reportturnitin.comwritingcenter.unc.edupurdue OWL-MLA Formatting Style Guideeasybib.comcitationmachine.netMLA Style Guide**W9**Writer’s Inc.-Writing the Research Paper, Using Sources and Avoiding Plagiarism, MLA Documentation Style, APA Documentation StyleWriting and Grammar-Research Reportturnitin.comwritingcenter.unc.edupurdue OWL-MLA Formatting Style Guideeasybib.comcitationmachine.netMLA Style Guidegovernment documents**W10**Sources will come from texts and books determined through student research for information relevant to topics of self-generated writing projects or teacher guided topics and prompts.**R12**British Tradition-Prentice Hall Unit 1 (Nonfiction focus)World Masterpieces-Prentice Hall Unit 2 (Nonfiction focus)Nonfiction Book-teacher/department selectedopensource.com**R15**British Tradition-Prentice Hall Unit 1 (Nonfiction focus)World Masterpieces-Prentice Hall Unit 2 (Nonfiction focus)Nonfiction Book-teacher/department selectedopensource.com**R18**British Tradition-Prentice Hall Unit 1 (Nonfiction focus)World Masterpieces-Prentice Hall Unit 2 (Nonfiction focus)Nonfiction Book-teacher/department selectedopensource.comOnline sourcesidebate.orgwritingcenter.unc.edu**RI10**Independent student practice overseen by the teacher across the curriculum through texts required as well as readings through student choice.  Assigned student non-fiction autobiographies, biographies, memoirs, and informational texts on many topics are possible choices.  Students will demonstrate acquired knowledge through presentations or book reports to be determined by individual teachers.**L1**Writing and Grammar-Prentice HallWriter’s Inc.-Using the Right Word, Parts of SpeechReference Works**L2**Writing and Grammar-Prentice Hall-Writer’s Inc.-Marking Punctuation, Checking MechanicsReference Works**L3**Writing and Grammar-Prentice HallWriter’s Inc.Reference Works**W2**Grammar and Writing-Prentice HallWriter’s Inc.Jeffrey Wilhelm Textsidebate.orgwritingcenter.unc.eduPurdue OWL-MLA Formatting and Style Guideeasybib.comcitationmachine.netMLA Style GuideAP Writing Workbook**W9**Sources will come from texts and books determined through student research for information relevant to topics of self-generated questioning or problem solving, research or teacher guided topics and prompts.Writing and Grammar-Prentice Hall-Research SourcesWriting and Grammar-Prentice Hall-Library, InternetWriter’s Inc.-”Research”Internetgovernment documents**RL2**British Tradition-Prentice HallWorld Masterpieces-Prentice HallWriting and Grammar Text-Narration, DescriptionWriter’s Inc.-Stories and PlaysNovel**RL3**British Tradition-Prentice HallWorld Masterpieces-Prentice HallWriting and Grammar Text-Narration, DescriptionWriter’s Inc.-Stories and PlaysNovel**L4**Writer’s inc.-improving Vocabulary SkillsWriting and Grammar-Prentice Hall-Vocabulary and Spelling, Reading Skills, Study, Reference, and Test-taking Skills**W5**Writer’s and Grammar-Prentice HallWriter’s Inc.-”Understanding the Writing Process”Writer’s Inc.-”Writing as a Process”Sources will come from texts and books determined through student research for information relevant to topics of self-generated creative writing projects or teacher guided topics and prompts.**W6**British Tradition-Prentice HallWorld Masterpieces-Prentice HallWriting and Grammar Text-Narration, DescriptionWriter’s Inc.-Stories and PlaysNovel**RL5**British Tradition-Prentice HallWorld Masterpieces-Prentice HallWriting and Grammar Text-Narration, DescriptionWriter’s Inc.-Stories and PlaysNovel**RL-6**British Tradition-Prentice HallWorld Masterpieces-Prentice HallWriting and Grammar Text-Narration, DescriptionWriter’s Inc.-Stories and PlaysNovel**RL10**In-class as well as independent student practice through student chosen books or plays.  Students will demonstrate comprehension/analysis of their reading choices through presentations or book reports to be determined by individual teachers.**L5**Writing and Grammar-Prentice Hall-Reading StrategiesOnline Source:  (root words website)  learnthat.orgWriter’s Inc.- Improving Vocabulary skills, Dictionary, ThesaurusVocabulary for AchievementRoot Words- learnthat.org**L6**Writing and Grammar-Prentice Hall-Reading StrategiesOnline Source:  (root words website)  learnthat.orgWriter’s Inc.- Improving Vocabulary skills, Dictionary, ThesaurusVocabulary for AchievementRoot Words- learnthat.org**W4**Writer’s Inc.-Writing the Research Paper, Using Sources and Avoiding Plagiarism, MLA Documentation Style, APA Documentation StyleWriting and Grammar-Research Reportturnitin.comwritingcenter.unc.edupurdue OWL-MLA Formatting Style Guideeasybib.comcitationmachine.netMLA Style Guide**W9**Writer’s Inc.-Writing the Research Paper, Using Sources and Avoiding Plagiarism, MLA Documentation Style, APA Documentation StyleWriting and Grammar-Research Reportturnitin.comwritingcenter.unc.edupurdue OWL-MLA Formatting Style Guideeasybib.comcitationmachine.netMLA Style Guidegovernment documents**W10**Sources will come from texts and books determined through student research for information relevant to topics of self-generated writing projects or teacher guided topics and prompts. |