

## Jefferson County High School Course Syllabus

### A. Course: English Language Arts Intervention

### B. Department: English Language Arts

**C. Course Description:** The English Language Arts Intervention course is not a substitute for the grade level English course. This course will be supplemental to the required English coursework. This course is designed as the Response to Intervention Tier 2 and Tier 3 intervention programming. The course will include basic reading skills, reading comprehension, reading fluency, and written expression. The course will also include study skills and career planning.

### D. RTI Description:

#### a. Description of Tier 1 (Core Curriculum)

The core curriculum (Tier 1) addresses the needs of all students. All students will receive instruction with grade-level standards in small and whole group settings. Tier 1 is the first layer of prevention, and it should be the focus of instruction, providing a strong foundation and striving to meet the needs of all students. Classroom teachers should use flexible small groups and target specific skills in reading, writing and mathematics. They should be provided with tools and training including:

- Core reading and mathematics programs, scientifically research-based and aligned to grade-level Tennessee Standards
- A nationally normed, skills based universal screener (EasyCBM)
- Formative assessment data at least 3 times per year to determine instructional needs
- Ongoing embedded support and professional development

Classroom Instruction is aligned with Jefferson County Schools Curriculum Framework.

#### b. Description of Tier 2

Tier 2 addresses the needs of struggling students. Tier 2 is in addition to Tier 1. Students who score in the 11<sup>th</sup> - 25<sup>th</sup> percentile on the universal screening combined with other relevant data should receive additional intensive small group instruction daily in their specific area of need.

### Response to Instruction and Intervention

# RTI<sup>2</sup>

GUIDING PRINCIPLES: Leadership Culture of Collaboration Prevention & Early Intervention

#### TIER I All

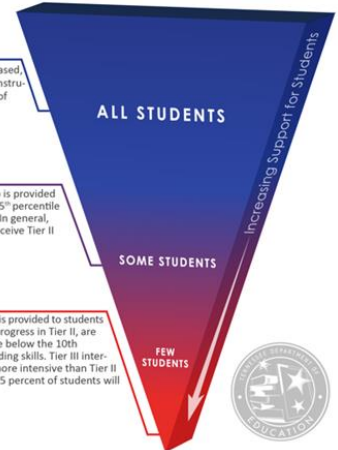
ALL students receive research-based, high quality, general education instruction. In general, 80-85 percent of students will receive only Tier I instruction.

#### TIER II Some

In ADDITION to Tier I, extra help is provided to students who fall below the 25<sup>th</sup> percentile in basic math and reading skills. In general, 10-15 percent of students will receive Tier II interventions.

#### TIER III Few

In ADDITION to Tier I, extra help is provided to students who have not made significant progress in Tier II, are 1½ - 2 grade levels behind, or are below the 10<sup>th</sup> percentile in basic math and reading skills. Tier III interventions are more explicit and more intensive than Tier II interventions. In general, only 3-5 percent of students will receive Tier III interventions.



### c. Description of Tier 3

Tier 3 is in addition to Tier 1. Students who are in Tier 2, but continue to show marked difficulty in acquiring necessary skills will move to Tier 3. Student who score at or below the 10th percentile on the universal screening and with other supporting data will be placed immediately in Tier 3. Students in Tier 3 receive daily, intensive, small group, or individual intervention targeting specific area(s) of deficit, which are more intense than interventions received in Tier 2.

### E. Grade Term: Full Year or Semester, dependent on student data points

### F. Grading Scale

<u>Range</u>	<u>Honors/ Regular</u>	<u>College-Level</u>	<u>A.P.</u>
93-100 A	4.0	4.5	5.0
85-92 B	3.0	3.5	4.0
75-84 C	2.0	2.5	3.0
70-74 D	1.0	1.5	2.0

### G. Term Dates

- 1<sup>st</sup> 9 Weeks August 5, 2016 – October 7, 2016
- 2<sup>nd</sup> 9 Weeks October 8, 2016 – December 16, 2016
- 3<sup>rd</sup> 9 Weeks January 5, 2017 – March 15, 2017
- 4<sup>th</sup> 9 Weeks March 16, 2017 – May 25, 2017

### H. Resources

- Odysseyware** - Odysseyware® is online curriculum designed for self-paced student directed learning that meets the needs of diverse learners and provides the curriculum needed to bring deeper learning environments to your school.
- EasyCBM** - *easyCBM*™ is an enhanced district assessment system designed by researchers at the University of Oregon as an integral part of an RTI (Response to Intervention) model. Developed with federal guidance in a Response to Intervention framework, *easyCBM* enables screening, progress monitoring, and intervention planning.
- Read 180** - *READ 180* is a reading intervention program created by Scholastic in wide use by students in Grades 4–12 who read at least two years below grade level.

### I. Procedures for Parental Access to Instructional Materials

- Aspen Parent Portal
- Instructor's Website
- Email Instructor
- Parent Teacher Conference

- a. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

**J. Field Trips**

Any schedule fieldtrip will have a definite educational purpose and will reflect careful planning. Signed permission forms will be obtained when an off campus trip is planned.

**K. Standards & Objectives**

Complete	#	Standard	Notes	"I Can" Statements
<b>1<sup>st</sup> Nine Weeks</b>				
<b>Reading: Literature</b>				
	<b>RL.9-10.1</b>	<b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**</b>		-I can cite strong and thorough textual evidence to support analysis of the text. -I can make inferences and analyze what the text says explicitly. -I can determine a theme or central idea of a text and analyze its development over the course of the text.
	<b>RL.9-10.2</b>	<b>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.**</b>		-I can determine how the theme or central idea is shaped by details. -I can provide an objective summary of the text.
	<b>RL.9-10.3</b>	<b>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.**</b>		-I can analyze how complex characters develop over the course of the text.
	<b>RL.9-10.5</b>	<b>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.**</b>		-I can analyze how the author's choices about structure of a text, order of events, and time, create such effects as mystery, tension, or surprise.
	<b>RL.9-10.7</b>	<b>Analyze the representation of a subject or a key scene in two</b>		-I can analyze a subject or key scene in two different

		<b>different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</b>		mediums including what is emphasized or absent.
<b>Reading: Informational</b>				
	<b>RI.9-10.1</b>	<b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**</b>		-I can cite strong and thorough textual evidence to support analysis of the text. -I can make inferences and analyze what the text says explicitly.
	<b>RI.9-10.2</b>	<b>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.**</b>		-I can determine a central idea of a text and analyze its development over the course of the text. -I can determine the relationship of the central idea to the supporting ideas in the text. -I can provide an objective summary of the text.
	<b>RI.9-10.3</b>	<b>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.**</b>		-I can analyze how an author presents an analysis or series of events and how they are introduced and developed. -I can analyze the connections an author draws between ideas and events.
	<b>RI.9-10.7</b>	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.		-I can analyze various accounts of a subject told in different mediums and determine which details are emphasized.
<b>Speaking and Listening</b>				
	<b>SL.9-10.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 54 for specific expectations.)		-I can adapt a speech to a variety of contexts, and tasks while demonstrating a command of formal English.
<b>Writing</b>				
	<b>W.9-10.2b</b>	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details,		-I can develop the topic with relevant facts,

		quotations, or other information and examples appropriate to the audience's knowledge of the topic.		definitions, details, quotations, and examples.
<b>Language</b>				
	L.9-10.1a	Use parallel structure.***		-I can use parallel structure.
	L.9-10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.***		-I can use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
	L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.***		-I can use a semicolon to link closely related independent clauses.
	L.9-10.2b	2b. Use a colon to introduce a list or quotation.***		-I can use a colon to introduce a list or quotation.
	L.9-10.2c	2c. Spell correctly.***		-I can spell correctly.
	L.9-10.3a	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.***		-I can write using the guidelines in a style manual.
	L.9-10.4a	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.**		-I can use context as a clue to the meaning of a word or phrase.
	L.9-10.4c	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.**		-I can consult both print and digital reference materials to find the pronunciation of word, determine its meaning, part of speech and etymology.
	L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.**		-I can analyze the nuances in the meaning of words with similar denotations.

Complete

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Standard

Notes

"I Can" Statements

<b>2<sup>nd</sup> Nine Weeks</b>			
<b>Reading: Literature</b>			
	<b>RL.9-10.2</b>	<b>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.**</b>	<p>-I can determine a theme or central idea of a text and analyze it.</p> <p>-I can determine how the theme or central idea is shaped by details.</p> <p>-I can provide an objective summary of the text.</p>
<b>Reading: Informational</b>			
	<b>RI.9-10.5</b>	<b>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).**</b>	-I can analyze how the author's choice about structure of a text, order of events, and time, create such effects as mystery, tension, or mystery.
	<b>RI.9-10.6</b>	<b>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.**</b>	-I can analyze a particular point of view or cultural experience in a text outside the United States.
	<b>RI.9-10.8</b>	<b>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.**</b>	<p>-I can describe and evaluate the argument and claims in a text.</p> <p>I can assess whether the claims are valid and the evidence is relevant and sufficient.</p>
<b>Writing</b>			
	<b>W.9-10.1</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*</b>	-I can use valid reasons and relevant evidence to write arguments and support claims when analyzing topics and texts.
	W.9-10.1a	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.	<p>-I can introduce precise claim(s) and recognize opposing claims.</p> <p>-I can organize claims which establish clear relationships among claim(s), counterclaims, reasons, and evidence.</p>
	W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that	-I can develop claim(s) and counterclaims and supply evidence for each.

		anticipates the audience's knowledge level and concerns.		-I can identify strengths and weaknesses of both. I can anticipate the audience's knowledge level and concerns.
	W.9-10.1c	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.		-I can use words, phrases, and clauses to link sections of text and clarify relationships in an argument.
	W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		-I can establish and maintain a formal style and objective tone while using the norms and conventions of writing.
	W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.		-I can provide a concluding statement or paragraph that follows and supports the argument.
	<b>W.9-10.2</b>	<b>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.*</b>		-I can write informative/explanatory texts and use effect selection, organization, and analysis.
	W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		-I can establish and maintain a formal style and objective tone while using the conventions of Standard English.
	<b>W.9-10.7</b>	<b>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.*</b>		-I can conduct both short and ongoing research projects to answer a question or solve a problem. -I can conduct both short and ongoing research projects to narrow or broaden the research. -I can synthesize multiple sources on a subject and demonstrate an understanding of a subject being researched.
<b>Language</b>				
	L.9-10.4b	<b>Identify and correctly use patterns of word changes that indicate</b>		-I can identify and use a word correctly when it

		<b>different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).**</b>		changes meaning or parts of speech.
	L.9-10.4d	<b>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).**</b>		-I can verify the initial meaning of a word or phrase by looking it up in the dictionary.

<b>Complete</b>	<b>#</b>	<b>Standard</b>	<b>Notes</b>	<b>"I Can" Statements</b>
<b>3<sup>rd</sup> Nine Weeks</b>				
<b>Reading: Literature</b>				
	<b>RL.9-10.6</b>	<b>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.**</b>		-I can analyze a point of view or cultural experience in a work of literature from outside the United States. -I can analyze a point of view or cultural experience through a wide reading of world literature.
	<b>RL.9-10.9</b>	<b>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).**</b>		-I can analyze how an author draws on or transforms source material. -I can analyze how an author treats themes addressed in prior works. -I can analyze how an author alludes or draws on previous works.
<b>Reading: Informational</b>				
	<b>RI.9-10.6</b>	<b>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.**</b>		-I can determine an author's point of view in a text. -I can determine an author's purpose in a text. -I can analyze how an author uses rhetoric to advance a point of view or purpose.
	<b>RI.9-10.9</b>	<b>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms Speech, King's "Letter from Birmingham</b>		-I can analyze seminal U.S. documents of historical and literary significance. -I can analyze how seminal U.S. documents



		<b>Jail”), including how they address related themes and concepts.**</b>		of historical and literary significance address related themes and concepts.
<b>Speaking and Listening</b>				
	SL.9-10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		-I can evaluate a speaker's point of view. -I can evaluate a speaker's use of evidence and rhetoric. -I can identify any fallacious reasoning or exaggerated or distorted evidence in a speaker's argument.
<b>Writing</b>				
	W.9-10.2a	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.		-I can introduce a topic. -I can organize complex ideas, concepts, and information to make important connections and distinctions. -I can determine the best use of formatting, graphics, and multimedia to aid comprehension.
	W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.		-I can use appropriate and varied transitions to the major sections of the text, create cohesion, and clarify the relationship among complex ideas and concepts.
	W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.		-I can use precise language and domain-specific vocabulary to manage the complexity of the topic.
	W.9-10.2f	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).		-I can provide a concluding statement of section that follows from and supports the information or explanation presented.
	<b>W.9-10.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*</b>		-I can write a narrative to develop real or imagined experiences or events. -I can use effective technique, well-chosen details, and well-

				structured event sequences in my narrative.
	W.9-10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or 8 multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.		-I can engage and orient the reader by setting out a problem, situation, or observation. -I can establish multiple points of view. -I can introduce a narrator and/or characters. -I can create a smooth progression of experience or events.
	W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.		-I can use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
	W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.		-I can use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
	W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.		-I can use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
	W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		I can provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	W.9-10.9b	Apply grades 9-10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).		-I can apply 9 <sup>th</sup> grade Reading standards to literary nonfiction.
<b>Language</b>				
	<b>L.9-10.5a</b>	<b>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.**</b>		-I can interpret figures of speech in context and

				analyze their role in the text.
	<b>L.9-10.5b</b>	<b>Analyze nuances in the meaning of words with similar denotations.**</b>		-I can analyze nuances in the meaning of words with similar denotations.

<b>Complete</b>	<b>#</b>	<b>Standard</b>	<b>Notes</b>	<b>“I Can” Statements</b>
<b>4<sup>th</sup> Nine Weeks</b>				
<b>Speaking and Listening</b>				
	SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		-I can integrate multiple sources of information presented in diverse media or formats. -I can evaluate credibility and accuracy of each source.
	SL.9-10.4	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.		-I can present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. -I can present information in a manner that organization, development, substance, and style are appropriate to purpose, audience, and task.
	SL.9-10.5	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.		-I can make strategic use of digital media in presentations to enhance understanding of finding, reasoning, and evidence and to add interest.
<b>Writing</b>				
	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		-I can produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.
	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of		-I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

		Language standards 1-3 up to and including grade 9-10 on page 55.)		-I can develop and strengthen writing by focusing on addressing what is most significant for a specific purpose and audience.
	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		-I can use technology, including the Internet, to produce, publish, and update individual or shared writing products. -I can take advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Complete	#	Standard	Notes
<b>Bridged Standards (all four Nine Weeks)</b>			
<b>Reading: Literature</b>			
	<b>RL.9-10.4</b>	<b>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word 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).**</b>	-I can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. -I can analyze the cumulative impact of specific word choices on meaning and tone.
	RL.9-10.10	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. 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.	-I can read and comprehend literature, including stories, dramas and poems.
<b>Reading: Informational</b>			
	<b>RI.9-10.4</b>	<b>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</b>	-I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

		<b>and tone (e.g., how the language of a court opinion differs from that of a newspaper).**</b>		-I can analyze the cumulative impact of specific word choices on meaning and tone.
	RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.		-I can read and comprehend literary nonfiction.
<b>Speaking and Listening</b>				
	SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		-I can initiate and participate effectively in a range of collaborative discussions with diverse partners on grade level topics, texts, and issues. -I can build on others' ideas. -I can express ideas clearly and persuasively.
	SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		-I can come to discussions prepared, having read and researched material under study. -I can explicitly draw on preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternative views), clear goals and deadlines, and individual roles as needed.		-I can work with peers to set rules for collegial discussions and decision-making. -I can develop clear goals and deadlines. -I can assign individual roles as needed.
	SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate		-I can propel conversation by posing and responding to questions that relate the current discussion to

		others into the discussion; and clarify, verify, or challenge ideas and conclusions.		broader themes or larger ideas. -I can actively incorporate others into the discussion. -I can clarify, verify, or challenge ideas and conclusions.
	SL.9-10.1d	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.		-I can respond thoughtfully to diverse perspectives. -I can summarize points of agreement and disagreement. -I can qualify or justify my views and understanding. -I can make new connections in light of the evidence and reasoning presented.
	SL.9-10.4	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.		-I can 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.
	SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 54 for specific expectations.)		-I can adapt speech to a variety of contexts and tasks. -I can demonstrate command of formal English when indicated or appropriate.
<b>Writing</b>				
	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 9-10 on page 55.)		-I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. -I can focus on addressing what is most

			significant for a specific purpose and audience.
	<b>W.9-10.7</b>	<b>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.*</b>	<p>-I can conduct short as well as more sustained research projects to answer a question (including a self-generated question).</p> <p>-I can conduct short as well as more sustained research projects to solve a problem.</p> <p>-I can narrow or broaden the inquiry when appropriate.</p> <p>-I can synthesize multiple sources on the subject.</p> <p>-I can demonstrate understanding of the subject under investigation.</p>
	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<p>-I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.</p> <p>-I can assess usefulness of each source in answering the research question.</p> <p>-I can integrate information into the text selectively to maintain the flow of ideas.</p> <p>-I can avoid plagiarism and follow a standard format for citation.</p>
	W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	-I can draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Language</b>			
	<b>L.9-10.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.***</b>	-I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	<b>L.9-10.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.***</b>		-I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	<b>L.9-10.3</b>	<b>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.***</b>		-I can 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.
	<b>L.9-10.4</b>	<b>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.**</b>		-I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9 <sup>th</sup> grade reading content, choosing flexibly from a range of strategies.
	<b>L.9-10.5</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**</b>		-I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	<b>L.9-10.6</b>	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. *This skill is likely to require continued attention in higher grades as it is applied to increasingly sophisticated writing and speaking.		-I can 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. -I can demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.