

BCHS English 10/Reg. and Honors Curriculum Map

Unit	Unit 1: The Long and Short of It (Annotation and Critical Reading Strategies)	Unit 2: A Novel Idea (Critical Analysis of Literature)	Unit 3: All the World's a Stage (Drama)/Persuasion	Unit 4: Seeing is Believing ( Non-Fiction: Rhetorical Analysis of the Media/ Speeches)
Time Frame	4-5 weeks	4 weeks	4 weeks	3 weeks
Essential Questions	<p>How does an author create meaning in a fictional text?</p> <p>What reading strategies help us determine meaning from a text?</p> <p>How can summarizing or paraphrasing in writing help us understand complex texts?</p>	<p>How does a writer develop a theme in a novel?</p> <p>How does a reader analyze literary elements, language and style etc. to discern and validate themes in a text?</p> <p>How does a writer use language devices (diction, imagery, symbolism, figurative language) for specific effects in a novel.</p> <p>How can setting impact the meaning of a story?</p> <p>How does an author create mood?</p> <p>How does point of view affect the meaning of a story?</p> <p>How does a writer's use of foreshadowing and irony impact the meaning of a story?</p>	<p>What is drama? How do the conventions of drama combine to create an effective dramatic piece?</p> <p>What connections can a reader make between this play and real life?</p> <p>What is the nature of justice?</p> <p>What is the relationship between choice and consequence?</p> <p>How do the choices we make impact others?</p>	<p>How does an author create meaning in a nonfiction or informational text?</p> <p>How do the creators of informational texts use logic, evidence, and rhetorical devices to persuade?</p> <p>How can we use evidence from an informational text to show our understanding of that text? How can we determine word meanings from context?</p> <p>How do public speakers effectively present their arguments to an audience?</p> <p>What does the use of props, visual aids, graphs, or electronic media impact our presentation for specific audiences?</p>
Academic Vocabulary	<p>Protagonist, antagonist, plot, exposition, rising action, climax, falling action, resolution, theme, conflict (internal/external), point-of-view (first, third, omniscient, unreliable narrator), characterization (direct/indirect), tone, suspense, symbolism, foreshadowing, author's purpose</p>		<p><i>Antigone</i>: Tragedy, Tragic hero, Tragic flaw, Freytag's pyramid, Tragic plot structure (prologue, episode, parados, ode, stasimon, exodus, chorus, choragus) Greek Stage (skene, parados, theatron) Civil disobedience, thesis, supporting details, conclusion, ethos, pathos. Logos,</p> <p><i>Julius Ceasar</i>: Tragedy, Tragic hero, Tragic flaw, ethos, pathos, logos, plot structure</p>	<p>Persuasive appeals, rhetorical analysis terms ( parallel structure, analogy, repetition, anaphora) Rhetoric devices as they pertain to the media: bandwagon, transfer, testimonial, plain folks, etc.) Nonverbal communication, voice, expression, tone, body language, gestures, eye contact, posture, articulation, pace/rate</p>
Content	<p>Teach a minimum of three short stories and use excerpts from a variety of texts to work on specific skill sets related to reading /annotation strategies.</p> <p>Short Story Analysis: (choose three)</p> <ul style="list-style-type: none"> <li>• "A Sound of Thunder"</li> <li>• "The Lady or the Tiger"</li> <li>• "Searching for Summer"</li> <li>• "Initiation"</li> </ul>	<p>Text: <i>Of Mice and Men</i> <i>In Cold Blood</i> <i>To Kill a Mockingbird</i></p> <p>Reading Strategy activities by chapter. Literary Elements and Terms</p> <ul style="list-style-type: none"> <li>• Author's Use of Lit Devices</li> <li>• Author's Purpose</li> <li>• Theme</li> </ul>	<p>Text: <i>Antigone or Julius Caesar</i></p> <p>Springboard: Justice Unit Speech: Excerpt from "Civil Disobedience" Excerpt: "Letter From Birmingham Jail" Essay: "One Word of Truth Outweighs the World" Art/Article: "Guernica: Testimony of War" Music: "Get Up/Stand Up"</p>	<p>Quality Core: Speech Unit</p> <p>Variety of speech texts asking students to utilize guided reading questions, highlighters post-it notes, group analysis, speaking and listening activities, etc.</p> <ul style="list-style-type: none"> <li>• Movie Clip: <i>Mean Girls</i></li> <li>• Lou Gherig's <i>-Farewell to Yankees</i></li> <li>• TKM-Atticus' closing argument</li> </ul>

	<ul style="list-style-type: none"> <li>• “The Lottery”</li> <li>• “Harrison Bergeron”</li> <li>• “The Pedestrian”</li> </ul> <p>Passage Excerpts:</p> <ul style="list-style-type: none"> <li>• “By the Water’s of Babylon”</li> <li>• “Accident”</li> <li>• “The Pit and the Pendulum”</li> <li>• “The Father”</li> <li>• “To Build a Fire”</li> <li>• “Divergent”</li> </ul> <p>Analysis of Poetry:</p> <ul style="list-style-type: none"> <li>• “Cinderella”</li> <li>• “Digging”</li> <li>• “The Limited”</li> <li>• “Abandoned Farmhouse”</li> <li>• “Forgive My Guilt”</li> </ul> <p>Application of literary elements and terms</p> <p>Plot Development</p>	<ul style="list-style-type: none"> <li>• Symbolism</li> <li>• Imagery</li> <li>• Setting</li> <li>• Characterization</li> </ul> <p>Expository Writing/Literary Analysis Writing</p> <ul style="list-style-type: none"> <li>• 5 paragraph essay</li> <li>• MLA practice</li> </ul> <p>Plot Development</p> <ul style="list-style-type: none"> <li>• Basic plot comprehension</li> </ul>	<p>Video Clip: <i>The Power of One</i></p> <p>Drama Vocabulary</p> <p>Elements of Drama</p> <p>Comprehension of difficult text-stretch text</p> <p>Read aloud text, complete mini-writing and analysis activities</p> <p>Plot development</p> <ul style="list-style-type: none"> <li>• Basic plot development comprehension activities</li> </ul> <p>Introduction to ethos, pathos, logos and application to Antigone/Caesar</p> <p>Persuasive Writing: Composing a Persuasive text</p>	<ul style="list-style-type: none"> <li>• George Bush 911 speech</li> <li>• JFK’s Inaugural address</li> <li>• Obama’s 2004 Democratic National convention speech</li> <li>• <i>Blood, Toil, Tears, and Sweat</i>-Winston Churchill</li> <li>• <i>Proclamation by Nelson Mandela on the rights of children</i></li> <li>• Essay: “School’s Out for Summer”-Anna Quinlin</li> </ul> <p>Persuasion in advertising—study and analysis of advertising techniques, bias, rhetorical appeals.</p> <p>Persuasive speech presentation utilizing glogster, MLA documentation, and research.</p>
<p><b>Common Formative/Summative Assessments</b></p>	<p>Literary terms pre-test</p> <p>Worksheets</p> <p>Quizzes</p> <p>Common Assessment: Benchmark: Fiction Unit test</p> <p>Mini-writes</p>	<p>Quizzes</p> <p>3 Characterization paragraph using MLA</p> <p>Multi-Paragraph Thematic Essay</p> <p>Common Assessment: Benchmark: Poetry Unit Test</p> <p>Rubric</p>	<p>Comprehension and Vocab Quizzes</p> <p>Common Unit Test—Benchmark-Drama Unit Test</p> <p>Multi-Paragraph Characterization Essay Rubric</p>	<p>Comprehension and Vocab Quizzes</p> <p>Common Unit Test: Benchmark: Speeches Unit Test</p> <p>Multi-Paragraph Characterization Essay Unit Test</p> <p>Quick writes</p> <p>Think-Pair-Share</p> <p>Idea Wave</p> <p>Rubric</p>
<p><b>Skills</b></p>	<p>RL.9-10.1.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RL.9-10.6.Analyze a particular point of view or cultural experience reflected in a work of literature</p>	<p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it</p>	<p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text,</p>	<p>RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific</p>

	<p>from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment</p> <p>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.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>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.</p> <p>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.</p>	<p>emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.9-10.3. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone</p> <p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment</p> <p>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</p> <p>W.9-10.2. 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.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>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.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when</p>	<p>including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.9-10.3. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone</p> <p>RL.9-10.7. 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Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>details; provide an objective summary of the text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.4. 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.</p> <p>RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text</p> <p>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RI.9-10.7. Analyze various accounts of a subject told in different mediums</p> <p>RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance</p> <p>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.</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly</p>
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		<p>writing.</p> <p>L.9-10.6. 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.</p>	<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions</p> <p>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.</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.6. 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.</p>	<p>and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8. 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.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
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				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.
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Imbedded Units:				
Unit	Unit 6: The “Write” Stuff (Voice)	Unit 7: The Nuts and Bolts (Grammar, Writing, and Vocabulary)	Unit 8: Minute to Win It (On-Demand)	
Time Frame	Throughout year	Throughout Year	Throughout Year	
Essential Questions	<p>What does it mean to have a voice in literature?</p> <p>How can we identify the “voice” of a text?</p> <p>In our own writing, how do we create our “voice”?</p>	<p>How does your understanding of grammar, vocabulary, and writing fundamentals support your reading and writing?</p> <p>How can we use context clues to determine meaning of unfamiliar words?</p>	<p>Why is On-Demand Writing important?</p> <p>What type of writing is On-Demand?</p> <p>What are the essential components of on-demand writing prompts?</p> <p>How do authors communicate purposefully and clearly with various audiences ?</p> <p>How does revising and editing strengthen ideas, organization , voice word choice, sentence fluency, and conventions</p> <p>How is style controlled by syntax, diction, point of view?</p> <p>How do effective writers hook and hold readers and make writing easy to follow?</p>	
Academic Vocabulary	Figurative language, metaphor, simile, hyperbole, personification, imagery, syntax, voice	Subject/verb Agreement, Pronoun/Antecedent Agreement, Objective/Nominative Case Pronouns, Reflexive Pronouns, Punctuation Review (Parentheses/Apostrophes), Parallel Structure  Antonym/synonym	debate, opinion, bias, evidence, fact, inquiry, human experience, discussion, prompt, audience, question, purpose, form, structure, point of view , concession, passage based, stand alone, editorial, article, speech, letter, essay	

<p>Content</p>	<p>Analysis focus for writing: Weekly practice using Nancy Dean mini-lessons while also incorporating excerpts, video, highlighting, post-it notes, etc to begin “reading like a writer” instead of like a reader.</p> <p>Narrative Writing: Use of <i>House on Mango Street</i> to write personal pieces with a focus on writing style.</p> <p>Springboard: Voices in Modern Culture</p> <p>Excerpt Analysis: (Diction, Fig. Language, Imagery, Detail, Tone)</p> <p>Poetry: Springboard: Unit One</p> <ul style="list-style-type: none"> <li>• “Legal Aliens”</li> <li>• “My Mother Pieced Quilts”</li> <li>• “Where I’m From”</li> <li>• “Sure You Can Ask Me a Personal Question”</li> </ul> <p>Fiction:</p> <ul style="list-style-type: none"> <li>• “Funny in Farsai”</li> </ul> <p>Punctuation Personality: Syntax/Soapstone</p>	<p>Weekly Conventions: Grammar Bytes</p> <p>Vocabulary Strategies: Flashcards, Repetition, Picture, Non-examples, antonyms/synonyms</p> <p>Word Study (root), Multiple Meaning Words, Context Clues</p>	<p>Organizational Patterns</p> <p>Background—test breakdown</p> <p>Deconstructing the prompt using RAFT</p> <p>Brainstorming</p> <p>Introduction: Attention grabbers</p> <p>Body: Citing evidence in a passage based prompt</p> <p>Conclusion: Wrap it up</p> <p>Forms</p> <p>Analysis of rubric</p> <p>Peer editing skills</p>	
<p>Common Formative/Summative Assessments</p>	<p>Bi-weekly mini-writes</p> <p>HOMS narrative writing prompts</p> <p>Narrative writing rubrics</p> <p>Formative assessments: quizzes, tests</p> <p>Rubric-narrative</p>	<p>Grammar Bytes pretests: capitalization, subject-verb agreement, punctuation, parallel structure, spelling of commonly confused words, parts of speech, word choice.</p> <p>ACT practice passages/”cold” reads</p> <p>Teacher observation</p> <p>Small/large group discussion</p> <p>In-class writing/application of skills</p> <p>Daily classroom work (formative and summative)</p> <p>Root quizzes/ matching and picture identification</p> <p>Comprehensive quiz covering all 8 sections</p> <p>Rubric</p>	<p>Teacher/student content evaluation rubrics</p> <p>Teacher/student reflection</p> <p>Benchmark: Non-Fiction</p> <p>SDW monthly practice—timed practice</p> <p>Intro, body., conclusion—mini-evaluations</p> <p>Rubric(s)—peer editing, writing forms, Ky Writing rubric, etc.</p>	
<p>Skills</p>	<p>RL.9-10.1.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences</p>	<p>L.9-10.1.Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure. Use various types of</p>	<p>RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	

	<p>drawn from the text</p> <p>RL.9-10.2. 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.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone</p> <p>RL.9-10.5. 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.</p> <p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment</p> <p>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</p> <p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis,</p>	<p>phrases to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.3. 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.</p> <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.6. 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.</p>	<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>L.9-10.1. Demonstrate command of the</p>	
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	<p>reflection, and research</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.3. 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.</p> <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		<p>conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>L.9-10.6. 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.</p>	
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	<p>L.9-10.6. 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.</p>			
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Updated by S. Black, L. Melching, D. Kohl, A. Perry, J. Pass, D. Herald