

Standard Division Document School Year 2017-2018 Course: English I

The ELA Standard Division Documents for High School English Language Arts are designed to provide teachers with a framework of the Common Core State Standards, for progression through the standards over the course of a year. The standards are divided into three six-week periods, indicating areas of Focused instruction, followed by development and mastery of the standards.

Focused standard instruction can be implemented earlier than indicated on the SDD. *Please note: Focused Instruction is not “teaching in isolation”.* Reading Literature and Reading Informational Text have paired objectives that could be effectively taught together (e.g., RL.9-10.1 and RI.9-10.1). These paired objectives, as well as complementary standards in Writing, Speaking and Listening, and Language, could be taught and practiced together to ensure a well-rounded literacy experience, and to build toward the effective completion of culminating performance tasks.

Each SDD has accompanying *Standards at a Glance for Focused Instruction and Assessments*. The *Standards at a Glance: Assessments* provides an overview of where specific standards will be assessed at the school, district, and state level. The SDD provides a guide for what standards may appear on the Benchmarks, which standards should be included on school-level assessments and those that may be assessed on the final State Common Exams (MSLs). School-based common assessments should be collaboratively developed by departments to be used for assessing the Standards and for providing formative assessment data for improving and differentiating instruction. These school-based assessments may include Performance Tasks that ask students to demonstrate their acquisition of skills, knowledge and understandings described in the Standards (e.g., portfolios, research projects, products and presentations).

READING LITERATURE	Pre-test	1 st 6 weeks	2 nd 6 weeks	Mid-term	3 rd 6 weeks	Final/MSL
RL.9-10.1	x	Focused Instruction Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Developing →	x	Developing/Mastery →	x
RL.9-19.2	x	Focused Instruction 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	Developing →	x	Developing/Mastery →	x

Standard Division Document School Year 2017-2018

Course: English I

		and is shaped and refined by specific details; provide an objective summary of the text.				
RL.9-10.3			Focused Instruction Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		Developing/ Mastery →	x
RL.9-10.4	x	Focused Instruction 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 words 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).	Developing/ Benchmark →	x	Developing/ Mastery →	x
RL.9-10.5			Focused Instruction Analyze how an author’s choice 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.		Developing/ Mastery →	x
RL.9-10.6			Focused Instruction 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.	x	Developing/ Mastery →	x
RL.9-10.7					Focused Instruction/Developing/ Mastery	x

Standard Division Document School Year 2017-2018

Course: English I

					Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	
RL.9-10.8		N/A	N/A		N/A	
RL.9-10.9			Focused Instruction Analyze how an author draws on and transforms source material in a specific work. (allusions)		Developing/ Mastery →	x
RL.9-10.10	x	Focused Instruction By the end of grade 9, read and comprehend literature, including stories, dramas and poems, in the grade 9-10 complexity band proficiently, with scaffolding as needed at the high end of the range.	Developing →	x	Developing/ Mastery →	x

Standard Division Document School Year 2017-2018

Course: English I

READING INFORMATIONAL TEXT	Pre-test	1 st 6 weeks	2 nd 6 weeks	Mid-term	3 rd 6 weeks	Final/MSL
RI.9-10.1	x	Focused Instruction Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Developing →	x	Developing/Mastery →	x
RI.9-19.2	x	Focused Instruction 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.	Developing →	x	Developing/Mastery →	x
RI.9-10.3			Focused Instruction Analyze how the author unfolds an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them	x	Developing/ Mastery →	x
RI.9-10.4	x	Focused Instruction Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper.)	Developing →	x	Developing/ Mastery →	x

Standard Division Document School Year 2017-2018

Course: English I

RI.9-10.5			<p>Focused Instruction 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. section or chapter).</p>	x	<p>Developing/ Mastery →</p>	x
RI.9-10.6			<p>Focused Instruction 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>	x	<p>Developing/ Mastery →</p>	x
RI.9-10.7					<p>Focused Instruction/Developing/ Mastery 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.</p>	x
RI.9-10.8					<p>Focused Instruction/Developing/ Mastery Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	x
RI.9-10.9			<p>Focused Instruction Analyze seminal US documents of historical and literary significance (e.g. Washington’s Farewell Address...), including how they address related themes and concepts.</p>		<p>Developing/ Mastery</p>	x

Standard Division Document School Year 2017-2018

Course: English I

RI.9-10.10	x	Focused Instruction By the end of grade 9, read and comprehend literary nonfiction, in the grade 9-10 complexity band proficiently, with scaffolding as needed at the high end of the range.	Developing / <u>Benchmark</u> →	x	Developing /Mastery →	x
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Standard Division Document School Year 2017-2018

Course: English I

WRITING	Pre-test	1 st 6 weeks	2 nd 6 weeks	Mid-term	3 rd 6 weeks	Final/MSL
W.9-10.1	x		<p>Focused Instruction Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. b. Develop claims and counterclaims fairly, supplying evidence for each while pointing out the strength and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and 	x	<p>Developing/Mastery</p> <p>→</p>	x

Standard Division Document School Year 2017-2018

Course: English I

			<p>conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>			
W.9-19.2	x	<p>Focused Instruction 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>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the</p>		x	<p>Developing/Mastery</p> <p>→</p>	x

Standard Division Document School Year 2017-2018
Course: English I

		<p>text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supported the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>				
W.9-10.3	x	<p>Focused Instruction Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and or</p>	<p>Developing</p> <p>→</p>	x	<p>Developing/ Mastery</p> <p>→</p>	x

Standard Division Document School Year 2017-2018

Course: English I

		<p>characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>				
W.9-10.4	x	<p>Focused Instruction</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Developing</p> <p>→</p>	x	<p>Developing/ Mastery</p> <p>→</p>	x

Standard Division Document School Year 2017-2018

Course: English I

W.9-10.5			Focused Instruction 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.		Developing/ Mastery →	x
W.9-10.6			Focused Instruction 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.		Developing/ Mastery →	x
W.9-10.7			Focused Instruction 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.	x	Developing/ Mastery →	x
W.9-10.8		Focused Instruction	Developing		Developing/ Mastery	

Standard Division Document School Year 2017-2018
Course: English I

	x	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.	→		→	x
W.9-10.9			<p>Focused Instruction Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9-10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work {e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare}”).</p> <p>b. Apply 9-10 Reading standards to literary non-fiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	x	<p>Developing/Mastery</p> <p align="center">→</p>	x

Standard Division Document School Year 2017-2018

Course: English I

W.9-10.10	x	Focused Instruction 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.	Developing →	x	Developing /Mastery →	x
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Standard Division Document School Year 2017-2018

Course: English I

SPEAKING AND LISTENING	Pre-test	1 st 6 weeks	2 nd 6 weeks	Mid-term	3 rd 6 weeks	Final/MSL
SL.9-10.1	x	<p>Focused Instruction Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. 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. b. Work with peers to set rules for collegial discussions and decision-making (e.g. formal consensus, taking notes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger 	<p>Developing</p> <p>→</p>	x	<p>Developing/Mastery</p> <p>→</p>	x

Standard Division Document School Year 2017-2018

Course: English I

		<p>ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. 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.</p>				
SL.9-10.2					<p>Focused Instruction/Developing /Mastery Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (with RL and RI standards)</p>	x
SL.9-10.3			<p>Focused Instruction Evaluate a speaker’s point-of-view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	x	→	x

Standard Division Document School Year 2017-2018

Course: English I

SL.9-10.4			Focused Instruction 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.	x	Developing/ Mastery →	x
SL.9-10.5			Focused Instruction 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.	x	Developing/ Mastery →	x
SL.9-10.6	x	Focused Instruction Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Developing/ Benchmark →	x	Developing/Mastery →	x

Standard Division Document School Year 2017-2018

Course: English I

LANGUAGE	Pre-test	1 st 6 weeks	2 nd 6 weeks	Mid-term	3 rd 6 weeks	Final/MSL
L.9-10.1	x	<p>Focused Instruction Demonstrate Command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>b. 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.</p>	<p>Developing</p> <p>→</p> <p>→</p>	x	<p>Developing/Mastery</p> <p>Focused Instruction/ Developing</p> <p>a. Use parallel structure</p>	x
L.9-10.2	x	<p>Focused Instruction Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Developing</p> <p>→</p> <p>Focused Instruction a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.</p>	x	<p>Developing/Mastery</p> <p>→</p> <p>→</p>	x

Standard Division Document School Year 2017-2018

Course: English I

L.9-10.3	x	<p>Focused Instruction 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>Focused Instruction a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</p>	x	<p>Developing/ Mastery → →</p>	x
L.9-10.4	x	<p>Focused Instruction Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. 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. 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.</p>	<p>Developing → Focused Instruction b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). →</p>		<p>Developing/Mastery Developing/ Mastery → →</p>	x

Standard Division Document School Year 2017-2018

Course: English I

		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).				
L.9-10.5	x	Focused Instruction Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Developing → Focused Instruction a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	x	Developing/ Mastery → →	x
L.9-10.6			Focused Instruction 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.	x	Developing/ Mastery →	x

Standard Division Document School Year 2017-2018
 Course: English I

STANDARDS AT A GLANCE: English I

Standards At A Glance: Focused Instruction			
Strand	1st 6-weeks	2nd 6-weeks	3rd 6-weeks
Reading Literature	1, 2, 4, 10	3, 5, 6, 9	7
Reading Informational Text	1, 2, 4, 10	3, 5, 6, 9	7, 8
Writing	2, 3, 4, 8, 10	1, 5, 6, 7, 8, 9	8
Speaking and Listening	1, 6	3, 4, 5	2
Language	1, 2, 3, 4, 5	2, 3, 4, 5, 6	1

Standard Division Document School Year 2017-2018

Course: English I

Standards At A Glance: Assessments (School-Level Assessments, Benchmarks, and MSLs)			
Strand	1 st 6-weeks Beginning of Year Benchmark and Assessments	End of 2 nd 6-weeks Mid-year Assessments and Benchmarks	3 rd 6-weeks End-of-Year Assessments MSL/ School-level assessments
Reading Literature	1, 2, 4, 10 (School-level pre-assessments/ Benchmarks)	1, 2, 3, 4 Benchmarks	1, 2, 3, 4, 5, 6, 7, 9, 10 State Common Exams (MSL)
Reading Informational Text	1, 2, 4, 10 (School-level pre-assessments/ Benchmarks)	1, 2, 4 Benchmarks	1, 2, 3, 4, 5, 6, 7, 8, 9, 10 State Common Exams (MSL)
Writing	1, 2, 3, 4, 8, 10 (School-level pre-assessments)	3, 4, 6, 10 (On-going school-level assessment)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10 MSL and School-level common assessment
Speaking and Listening	1, 6 (School-level pre-assessments)	1, 2, 6 (On-going school-level assessment)	1, 2, 3, 4, 5, 6 School-level Common Assessments
Language	1, 2, 3, 4, 5 School-level pre-assessments/ Benchmarks	1, 2, 5, 6 Benchmarks	1, 2, 3, 4, 5, 6 MSL and Common School-level assessments