Main Criteria: Structure and Style for Students Secondary Criteria: Washington DC Academic Standards Subject: Language Arts Grade: 10

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

Washington DC Academic Standards

Language Arts

Grade 10 - Adopted: 2010

		Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.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 details; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL		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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.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 (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND /	DC.CC.9- 10.W.	Writing Standards

ST ANDARD / ESSENT IAL SKILL		Text Types and Purposes
ST UDENT EXPECT AT ION / ESSENT IAL SKILL	9- 10.W.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.

DISCIPLINE

EXPECTATION	9- 10.W.2.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.
EXPECTATION	9- 10.W.2.b.	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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (aEXPECTATION /10.W.10.single sitting or a day or two) for a range of tasks, purposes, and audiences.ESSENTIALSKILLsingle sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT	DC.CC.9-	Speaking and Listening Standards
STANDARD /	10.SL.	
STRAND /		
DISCIPLINE		

ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.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.
EXPECTATION	9- 10.SL.1.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.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.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.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.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.

CONTENT DC.CC.9- Language Standards STANDARD / 10.L. STRAND / DISCIPLINE

ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.3.a.	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.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.

Washington DC Academic Standards

Language Arts

Grade 10 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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 details; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.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 (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.2.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.
EXPECTATION	9- 10.W.2.b.	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.

EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND /	DC.CC.9- 10.W.	Writing Standards
DISCIPLINE		
DISCIPLINE STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STANDARD / ESSENTIAL	9-10.W.7.	Research to Build and Present Knowledge 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.
ST ANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	9-	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
ST ANDARD / ESSENTIAL SKILL STUDENT ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	9- 10.W.8.	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. 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
ST ANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	9- 10.W.8. DC.CC.9-	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. 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.

DISCIPLINE		
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.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.
EXPECTATION	9- 10.SL.1.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.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.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.
		UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48
		Washington DC Academic Standards Language Arts Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.3.	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
ST ANDARD / ESSENT IAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
ST ANDARD / ESSENT IAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.10.	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.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.

EXPECTATION	9- 10.SL.1.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.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards

ST AND ARD / ESSENT IAL SKILL ST UDENT	9-	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
EXPECTATION / ESSENTIAL SKILL	10.L.4.	grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.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.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56
		Washington DC Academic Standards
		Language Arts Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / STRAND /		Reading Standards for Literature Key Ideas and Details
ST ANDARD / ST RAND / DISCIPLINE ST ANDARD / ESSENT IAL	10.RL . 9-	
ST AND ARD / DISCIPLINE ST AND ARD / ESSENT IAL SKILL STUDENT EXPECTATION / ESSENTIAL	9- 10.RL.1. 9-	Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences
ST AND ARD / DISCIPLINE ST AND ARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	10.RL. 9- 10.RL.1. 9- 10.RL.2.	Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text,

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
ST ANDARD / ESSENT IAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.10.	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.
CONTENT STANDARD / STRAND /	DC.CC.9- 10.W.	Writing Standards
DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STANDARD / ESSENTIAL	9- 10.W.3.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
ST ANDARD / ESSENTIAL SKILL ST UDENT EXPECT ATION / ESSENTIAL		Write narratives to develop real or imagined experiences or events using effective technique, well-
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	10.W.3 . 9-	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s)
ST ANDARD / ESSENTIAL SKILL ST UDENT EXPECT ATION / ESSENTIAL SKILL EXPECTATION	9- 10.W.3.a. 9-	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop
ST ANDARD / ESSENTIAL SKILL STUDENT EXPECTATION EXPECTATION EXPECTATION	9- 10.W.3.a. 9- 10.W.3.b. 9-	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
ST AND ARD / ESSENTIAL SKILL ST UDENT EXPECTATION EXPECTATION EXPECTATION EXPECTATION	9- 10.W.3.a. 9- 10.W.3.b. 9- 10.W.3.c. 9-	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,

ESSENTIAL SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.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.
EXPECTATION	9- 10.SL.1.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.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards

Production and Distribution of Writing

STANDARD /

ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND /	DC.CC.9- 10.L.	Language Standards
DISCIPLINE		
		Vocabulary Acquisition and Use
DISCIPLINE STANDARD / ESSENTIAL	9- 10.L.4.	Vocabulary Acquisition and Use 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.
DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	10.L.4 . 9-	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. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	9- 10.L.4.a. 9- 10.L.4.d.	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. 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
DISCIPLINE ST ANDARD / ESSENTIAL SKILL ST UDENT EXPECTATION EXPECTATION EXPECTATION CONTENT ST AND ARD / ST RAND /	9- 10.L.4.a. 9- 10.L.4.d. DC.CC.9-	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. 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. 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).

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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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 details; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.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 (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.2.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.
EXPECTATION	9- 10.W.2.b.	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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

EXPECTATION	9- 10.W.2.f.	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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

DISCIPLINE		
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.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.
EXPECTATION	9- 10.SL.1.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.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECT ATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.3.a.	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.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.
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ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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 details; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.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 (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.2.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.
EXPECTATION	9- 10.W.2.b.	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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT	DC.CC.9- Writing Standards
STANDARD / STRAND /	10.W.
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.3.a.	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).

ST ANDARD / ST RAND / DISCIPLINE	10.L.	
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.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.
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		Washington DC Academic Standards Language Arts
		Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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 details; provide an objective summary of the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.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 (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT

DC.CC.9- Language Standards

EXPECTATION	9- 10.W.2.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.
EXPECTATION	9- 10.W.2.b.	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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.3.a.	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.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.
EXPECTATION	9- 10.L.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.

EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL		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.

UNIT 5: WRITING FROM PICTURES Week 8 Page 91-100

Washington DC Academic Standards Language Arts

Grade 10 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
ST ANDARD / ESSENT IAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
ST ANDARD / ESSENT IAL SKILL		Range of Reading and Level of Text Complexity

 STUDENT
 9 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the

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 grades 9-10 text complexity band independently and proficiently.

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CONTENT	DC.CC.9-	Writing	Standards
STANDARD /	10.W.		
STRAND /			
DISCIPLINE			

ST ANDARD / ESSENT IAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT DC.CC.9- Writing Standards STANDARD / 10.W. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECT ATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL		Knowledge of Language

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.3.a.	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
ST UDENT EXPECT AT ION / ESSENT IAL SKILL	9- 10.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.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.
		UNIT 5: WRITING FROM PICTURES Week 9 Page 101-108
		Washington DC Academic Standards Language Arts Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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 details; provide an objective summary of the text.

CONTENT DC.CC.9- Reading Standards for Informational Text STANDARD / 10.RI. STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL	Craft and Structure
STUDENT 9- EXPECTATION / 10.RI.4. ESSENTIAL SKILL	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT	DC.CC.9-	Writing	Standards
STANDARD /	10.W.		
STRAND /			
DISCIPLINE			

ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.2.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.
EXPECTATION	9- 10.W.2.b.	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.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT	9-	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

 STUDENT
 9 Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

 EXPECTATION / 10.W.4.
 purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.3.a.	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120

Washington DC Academic Standards Language Arts Grade 10 - Adopted: 2010

ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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 details; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.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 (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.2.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.
EXPECTATION	9- 10.W.2.b.	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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT	DC.CC.9- Writing Standards
STANDARD / STRAND /	10.W.
DISCIPLINE	

ST ANDARD / ESSENT IAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards

ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.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.
EXPECTATION	9- 10.SL.1.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.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.

EXPECTATION9-Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual
10.L.3.a.10.L.3.a.for Writers) appropriate for the discipline and writing type.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138
		Washington DC Academic Standards
		Language Art s Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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 details; provide an objective summary of the text.

STUDENT9-10.RI.3.Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points areEXPECTATION /made, how they are introduced and developed, and the connections that are drawn between them.ESSENTIALSKILL

CONTENT DC.CC.9- Reading Standards for Informational Text STANDARD / 10.RI. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.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 (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT STANDARD /	DC.CC.9- 10.W.	Writing Standards
STRANDARD /	10.00.	
DISCIPLINE		

ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.2.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.
EXPECTATION	9- 10.W.2.b.	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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

 STUDENT
 9 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking

 EXPECTATION /
 10.W.6.
 advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

 ESSENTIAL
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.3.a.	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 139-142

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ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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 details; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.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 (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.2.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.
EXPECTATION	9- 10.W.2.b.	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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT	DC.CC.9- Writing Standards
STANDARD / STRAND /	10.W.
DISCIPLINE	

ST ANDARD / ESSENT IAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.3.a.	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- Language Standards 10.L.
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ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.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.

UNIT 7: INVENTIVE WRITING Week 13 Page 143-150

Washington DC Academic Standards Language Arts Grade 10 - Adopted: 2010

CONTENT
STANDARD /
STRAND /
DISCIPLINE

ST ANDARD / ESSENT IAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.2.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.
EXPECTATION	9- 10.W.2.b.	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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	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).
CONTENT STANDARD /	DC.CC.9-	Writing Standards

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DC.CC.9- Writing Standards 10.W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL	9- 10.W.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.)

SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards

STANDARD / ESSENTIAL		Conventions of Standard English
SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.3.a.	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.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.
		UNIT 7: INVENTIVE WRITING Week 14 Page 151-156
		Washington DC Academic Standards Language Arts Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.

 STUDENT
 9 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a

 EXPECTATION /
 10.RL.3.
 text, interact with other characters, and advance the plot or develop the theme.

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CONTENT	DC.CC.9- Reading Standards for Literature
STANDARD /	10.RL.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
ST ANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.10.	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.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / STRAND /		Writing Standards Text Types and Purposes
ST ANDARD / ST RAND / DISCIPLINE ST ANDARD / ESSENT IAL	10.W. 9-	
ST ANDARD / ST RAND / DISCIPLINE ST ANDARD / ESSENT IAL SKILL ST UDENT EXPECT AT ION / ESSENT IAL	10.W. 9-	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-
ST ANDARD / ST RAND / DISCIPLINE ST ANDARD / ESSENT IAL SKILL ST UDENT EXPECT AT ION / ESSENT IAL SKILL	10.W. 9- 10.W.3.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s)
ST ANDARD / ST RAND / DISCIPLINE ST ANDARD / ESSENT IAL SKILL ST UDENT EXPECT ATION / ESSENT IAL SKILL EXPECTATION	9 - 10.W.3. 9- 10.W.3.a.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop

CONTENT DC.CC.9- Writing Standards STANDARD / 10.W. STRAND / DISCIPLINE

	Production and Distribution of Writing
9- 10.W.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.)
9- 10.W.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.
9- 10.W.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.
DC.CC.9- 10.W.	Writing Standards
	Range of Writing
9- 10.W.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.
DC.CC.9- 10.L.	Language Standards
	Conventions of Standard English
9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
9- 10.L.2.c.	Spell correctly.
DC.CC.9- 10.L.	Language Standards
	Vocabulary Acquisition and Use
	10.W.4. 9- 10.W.5. 9- 10.W.6. DC.CC.9- 10.W.10. DC.CC.9- 10.L.2. 9- 10.L.2. DC.CC.9-

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.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.
		UNIT 7: INVENTIVE WRITING Week 15 Page 157-160
		Washington DC Academic Standards Language Arts Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
ST ANDARD / ESSENT IAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.3.	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
ST ANDARD / ESSENT IAL SKILL		Craft and Structure

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.10.	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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 details; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.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 (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Knowledge of Language

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.3.a.	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.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.
		UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-166
		Washington DC Academic Standards Language Arts Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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 details; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.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 (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.2.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.
EXPECTATION	9- 10.W.2.b.	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.
EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 9-

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses 10.L.1.b. (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT	DC.CC.9- Language Standards
STANDARD /	10.L.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION

9-

Spell correctly. 10.L.2.c.

CONTENT	DC.CC.9-	Language Standards	
STANDARD /	10.L.	3	
STRAND /			
DISCIPLINE			

ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.3.a.	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

9-10.L.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.

UNIT 8: FORMAL ESSAY MODELS Week 17 Page 167-174

Washington DC Academic Standards

Language Arts

Grade 10 - Adopted: 2010

		Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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 details; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.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 (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.1.a.	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.

EXPECTATION	9- 10.W.1.b.	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.
EXPECTATION	9- 10.W.1.c.	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.
EXPECTATION	9- 10.W.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	9- 10.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.2.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge

STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards

ST ANDARD / ESSENT IAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.3.a.	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.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.
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 175-184
		Washington DC Academic Standards
		Language Arts Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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 details; provide an objective summary of the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.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 (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.1.a.	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.
EXPECTATION	9- 10.W.1.b.	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.
EXPECTATION	9- 10.W.1.c.	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.
EXPECTATION	9- 10.W.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	9- 10.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Text Types and Purposes

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.2.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.
EXPECTATION	9- 10.W.2.b.	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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.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.
EXPECTATION	9- 10.W.2.f.	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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.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.

STUDENT9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;EXPECTATION /10.W.8.assess the usefulness of each source in answering the research question; integrate information into the textESSENTIALselectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.SKILL

CONTENT	DC.CC.9- Writing Standards
STANDARD /	10.W.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT	DC.CC.9-	Language	Standards
STANDARD /	10.L.		
STRAND /			
DISCIPLINE			

ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.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

CONTENT DC.CC.9- Language Standards

10.L.

writing or presentations.

ST ANDARD / ST RAND / DISCIPLINE

ST ANDARD / ESSENT IAL SKILL	Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 9-10.L.2.c. Spell correctly.

CONTENT DC.CC.9- Language Standards STANDARD / 10.L. STRAND / DISCIPLINE

ST ANDARD / ESSENT IAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.

EXPECTATION9-Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual
10.L.3.a.10.L.3.a.for Writers) appropriate for the discipline and writing type.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.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.
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 185-188
		Washington DC Academic Standards Language Arts Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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 details; provide an objective summary of the text.

STUDENT9-10.RI.3.Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points areEXPECTATION /made, how they are introduced and developed, and the connections that are drawn between them.ESSENTIALSKILL

CONTENT DC.CC.9- Reading Standards for Informational Text STANDARD / 10.RI. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.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 (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT	DC.CC.9- Writing Standards
STANDARD /	10.W.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.1.a.	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.
EXPECTATION	9- 10.W.1.b.	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.
EXPECTATION	9- 10.W.1.c.	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.
EXPECTATION	9- 10.W.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	9- 10.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

EXPECTATION	9- 10.W.2.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.
EXPECTATION	9- 10.W.2.b.	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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.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.
EXPECTATION	9- 10.W.2.f.	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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT DC.CC.9- Writing Standards STANDARD / 10.W. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses 10.L.1.b. (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

	DC.CC.9- Language Standards
STANDARD / STRAND /	10.L.
DISCIPLINE	

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 9- Spell correctly. 10.L.2.c.

CONTENT DC.CC.9- Language Standards STANDARD / 10.L. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	0	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual

EXPECTATION 9-10.L.3.a.

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.

ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.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.
		UNIT 9: FORMAL CRITIQUE Week 20 Page 189-228
		Washington DC Academic Standards Language Arts Grade 10 - Adopted: 2010
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.RL.	Language Art s
STANDARD / STRAND /		Language Arts Grade 10 - Adopted: 2010
ST ANDARD / ST RAND / DISCIPLINE ST ANDARD / ESSENTIAL	10.RL . 9-	Language Arts Grade 10 - Adopted: 2010 Reading Standards for Literature
ST ANDARD / ST RAND / DISCIPLINE ST ANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	9- 10.RL.1. 9-	Language Arts Grade 10 - Adopted: 2010 Reading Standards for Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
ST ANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
	9-	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the

CONTENT	DC.CC.9- Writing Standards
STANDARD /	10.W.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENT IAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD /	DC.CC.9- Writing Standards 10.W.
STRAND / DISCIPLINE	

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECT ATION / ESSENTIAL SKILL	9- 10.SL.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.

EXPECTATION	9- 10.SL.1.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.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.

EXPECTATION

9- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual10.L.3.a. for Writers) appropriate for the discipline and writing type.

CONTENT DC.CC.9- Language Standards STANDARD / 10.L. STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.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.
		UNIT 9: RESPONSE TO LITERATURE Week 21 Page 229-248
		UNIT 9: RESPONSE TO LITERATURE Week 21 Page 229-248
		UNIT 9: RESPONSE TO LITERATURE Week 21 Page 229-248 Washington DC Academic Standards Language Arts Grade 10 - Adopted: 2010
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.RL.	Washington DC Academic Standards Language Arts
STANDARD / STRAND /		Washingt on DC Academic Standards Language Art s Grade 10 - Adopted: 2010
ST ANDARD / ST RAND / DISCIPLINE ST ANDARD / ESSENTIAL	10.RL. 9-	Washington DC Academic Standards Language Arts Grade 10 - Adopted: 2010 Reading Standards for Literature
ST ANDARD / ST RAND / DISCIPLINE ST ANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	9- 10.RL.1. 9-	Washingt on DC Academic Standards Language Arts Grade 10 - Adopted: 2010 Reading Standards for Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

CONTENT DC.CC.9- Reading Standards for Literature STANDARD / 10.RL. STRAND /

DISCIPLINE

ESSENTIAL SKILL

Craft and Structure STANDARD / ESSENTIAL SKILL 9-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative STUDENT EXPECTATION / 10.RL.4. meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language **ESSENTIAL** evokes a sense of time and place; how it sets a formal or informal tone). SKILL STUDENT 9-Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and EXPECTATION / 10.RL.5. manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **ESSENTIAL** SKILL CONTENT DC.CC.9- Reading Standards for Literature STANDARD / 10.RL. STRAND / DISCIPLINE STANDARD / Range of Reading and Level of Text Complexity ESSENTIAL SKILL STUDENT By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the 9-EXPECTATION / 10.RL.10. grades 9-10 text complexity band independently and proficiently.

CONTENT DC.CC.9- Writing Standards STANDARD / 10.W. STRAND / DISCIPLINE

ST ANDARD / ESSENT IAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.2.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.
EXPECTATION	9- 10.W.2.b.	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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	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).
CONTENT	DC.CC.9-	Writing Standards

ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT DC.CC.9- Writing Standards STANDARD / 10.W. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL		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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
ST ANDARD / ESSENT IAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.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.
EXPECTATION	9- 10.SL.1.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.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.3.a.	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.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.

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CONTENT DC.CC.9- Reading Standards for Literature STANDARD / 10.RL. STRAND /

DISCIPLINE

ST ANDARD / ESSENT IAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.3.	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
ST ANDARD / ESSENT IAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.10.	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.
CONTENT		Writing Standards

CONTENT DC.CC.9- Writing Standards STANDARD / 10.W. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes	
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.	
EXPECTATION	9- 10.W.2.a.	ntroduce a topic; organize complex ideas, concepts, and information to make important connections and istinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding omprehension.	
EXPECTATION	9- 10.W.2.b.	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.	
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	
EXPECTATION	9- 10.W.2.f.	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).	
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards	
ST ANDARD / ESSENT IAL SKILL		Text Types and Purposes	
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.	
EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	
EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	
EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	
EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- ⁷ 10.W.	Writing Standards	
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing	

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.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.
EXPECTATION	9- 10.SL.1.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.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

EXPECTATION 9-

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when 10.SL.1.d. warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CONTENT	DC.CC.9- Language Standards
STANDARD /	10.L.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL		Conventions of Standard English

SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 9-10.L.2.c.

Spell correctly.

CONTENT	DC.CC.9-	Language Standards
STANDARD /	10.L.	
STRAND /		
DISCIPLINE		

ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.

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EXPECTATION
            9-
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Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual 10.L.3.a. for Writers) appropriate for the discipline and writing type.

CONTENT	DC.CC.9- Language Standards
STANDARD /	10.L.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL	Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.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.
		UNIT 9: RESPONSE TO LITERATURE Week 23 Page 277-280
		Washington DC Academic Standards
		Language Arts
		Grade 10 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.3.	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
ST ANDARD / ESSENT IAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

STUDENT9-Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), andEXPECTATION /10.RL.5.manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.ESSENTIALSKILL

CONTENT	DC.CC.9- Reading Standards for Literature
STANDARD /	10.RL.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.10.	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.

CONTENT	DC.CC.9-	Writing	Standards
STANDARD /	10.W.		
STRAND /			
DISCIPLINE			

ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.2.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.
EXPECTATION	9- 10.W.2.b.	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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2.f.	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).

CONTENT	DC.CC.9-	Writing	Standards
STANDARD /	10.W.		
STRAND /			
DISCIPLINE			

ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.

EXPECTATION 9-

9- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s)10.W.3.a. of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (aEXPECTATION /10.W.10.single sitting or a day or two) for a range of tasks, purposes, and audiences.ESSENTIALSKILLsingle sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT	DC.CC.9-	Speaking and Listening Standards
STANDARD /	10.SL.	
STRAND /		
DISCIPLINE		

ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.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.
EXPECTATION	9- 10.SL.1.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.
EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	9- 10.SL.1.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.

CONTENT STANDARD /	DC.CC.9- Language Standards 10.L.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards

ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 9- Spell correctly. 10.L.2.c.

CONTENT DC.CC.9- Language Standards STANDARD / 10.L. STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Knowledge of Language		
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.		
EXPECTATION	9- 10.L.3.a.	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.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards		
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use		
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.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.		
EXPECTATION	9- 10.L.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.		
EXPECTATION	9- 10.L.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).		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards		
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use		
STUDENT EXPECTATION / ESSENTIAL SKILL		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.		
		UNIT 9: RESPONSE TO LITERATURE Week 24 Page 281-281		
		Washington DC Academic Standards		
		Language Arts Grade 10 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text		
ST ANDARD / ESSENT IAL SKILL		Craft and Structure		

STUDENT 9-EXPECTATION / 10.RI.4. ESSENTIAL SKILL Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT	DC.CC.9-	Writing	Standards
STANDARD /	10.W.		
STRAND /			
DISCIPLINE			

ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes		
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.		
EXPECTATION	9- 10.W.2.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.		
EXPECTATION	9- 10.W.2.b.	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.		
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards		
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing		
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)		
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards		
ST ANDARD / ESSENTIAL SKILL		Range of Writing		
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.		

DC.CC.9- Language Standards STANDARD / 10.L.

CONTENT

STRAND /

