Main Criteria: Structure and Style for Students Secondary Criteria: Vermont Content 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

## Vermont Content Standards Language Arts

Grade 10 - Adopted: 2010 (CCSS)

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VT.RI.9- Reading Standards for Informational Text 10.

| ESSENTIAL   |
|-------------|
| KNOWLEDGE   |
| AND SKILL / |
| STANDARD    |

**Key Ideas and Details** 

**GRADE LEVEL** EXPECTATION / KNOWI FDGE AND SKILL

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

drawn from the text.

**GRADE LEVEL** EXPECTATION / **KNOWLEDGE** 

AND SKILL

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

GRADE LEVEL EXPECTATION /

**KNOWLEDGE** AND SKILL

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

#### STANDARD / **STRAND**

VT.RI.9- Reading Standards for Informational Text

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD |              | Craft and Structure  |
|---|--------------|--|
| GRADE LEVEL RI<br>EXPECTATION / 10<br>KNOWLEDGE   | I.9-<br>I.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). |

## STANDARD /

AND SKILL

**Writing Standards** VT.W.9-

STRAND 10.

**ESSENTIAL KNOWLEDGE** 

#### **Text Types and Purposes**

| STANDARD  |       |   |
|---|-------|---|
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL | 10.2. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |

**GRADE LEVEL EXPECTATION** 

W.9-10.2(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.

| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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.   |
|--|-----------------|---|
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Production and Distribution of Writing  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.5.   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.6.   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Research to Build and Present Knowledge   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-10.7.       | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.8.   | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Range of Writing  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE              | W.9-<br>10.10.  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |

AND SKILL

| STANDARD / | VT.SL.9- | Speaking a | and Listening | Standards |
|------------|----------|------------|---------------|-----------|
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| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                  | Comprehension and Collaboration  |
|--|------------------|--|
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | SL.9-<br>10.1.   | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| GRADE LEVEL<br>EXPECTATION                             | SL.9-<br>10.1(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.        |
| GRADE LEVEL EXPECTATION                                | SL.9-<br>10.1(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.                         |
| GRADE LEVEL<br>EXPECTATION                             | SL.9-<br>10.1(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.                 |
| STANDARD /<br>STRAND                                   | VT.SL.9-<br>10.  | Speaking and Listening Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                  | Presentation of Knowledge and Ideas  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | SL.9-<br>10.4.   | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.              |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.   | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                  | Conventions of Standard English  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.1.    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| GRADE LEVEL<br>EXPECTATION                             | L.9-<br>10.1(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.       |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.   | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                  | Conventions of Standard English  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.2.    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |

| GRADE LEVEL EXPECTATION                                | L.9-<br>10.2(c) | Spell correctly.  |
|--|-----------------|---|
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Knowledge of Language   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.3.   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.3(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.  |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.4.   | 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.  |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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.  |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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).   |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | L.9-10.6.       | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|  | U               | NIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36   |
|  |                 | Vermont Content Standards   |

Vermont Content Standards
Language Arts

Grade 10 - Adopted: 2010 (CCSS)

 $\begin{array}{ll} {\rm STANDARD}\,I & {\rm VT.RI.9-} & {\rm Reading} \ {\rm Standards} \ {\rm for} \ {\rm Informational} \ {\rm Text} \\ {\rm STRAND} & {\rm 10}. \end{array}$ 

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL I<br>STANDARD | Key Ideas and Details |
|---|-----------------------|
|---|-----------------------|

| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL |                 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
|--|-----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL |                 | 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.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND 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.   |
| STANDARD /<br>STRAND                                   | VT.RI.9-<br>10. | Reading Standards for Informational Text   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Craft and Structure  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-<br>10.4.  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Text Types and Purposes  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL |                 | 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.  |
| GRADE LEVEL<br>EXPECTATION                             | W.9-<br>10.2(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.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, o other information and examples appropriate to the audience's knowledge of the topic.   |
| GRADE LEVEL<br>EXPECTATION                             | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.   |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /                  |                 | Production and Distribution of Writing   |

AND SKILL / STANDARD

| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
|---|-----------------|---|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.5.   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.6.   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  |
| STANDARD /<br>STRAND                                    | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Research to Build and Present Knowledge   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-10.7.       | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.8.   | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| STANDARD /<br>STRAND                                    | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Range of Writing  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.10.  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| STANDARD /<br>STRAND                                    | VT.SL.9-<br>10. | Speaking and Listening Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Comprehension and Collaboration   |
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL | SL.9-<br>10.1.  | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  |

 $Come\ to\ discussions\ prepared,\ having\ read\ and\ researched\ material\ under\ study;\ explicitly\ draw\ on\ that$ 

preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,

GRADE LEVEL SL.9-

EXPECTATION 10.1(a)

well-reasoned exchange of ideas.

| GRADE LEVEL EXPECTATION                                | SL.9-<br>10.1(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.                   |
|--|------------------|--|
| GRADE LEVEL EXPECTATION                                | SL.9-<br>10.1(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.           |
| STANDARD /<br>STRAND                                   | VT.SL.9-<br>10.  | Speaking and Listening Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL I<br>STANDARD      |                  | Presentation of Knowledge and Ideas  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | SL.9-<br>10.4.   | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.        |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.   | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                  | Conventions of Standard English  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL |                  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.1(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. |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.   | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                  | Conventions of Standard English  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.2.    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.2(c)  | Spell correctly.   |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.   | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                  | Vocabulary Acquisition and Use   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.4.    | 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.   |
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| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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.  |
|--|-----------------|---|
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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).   |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | L.9-10.6.       | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

#### UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48

# Vermont Content Standards Language Arts

Grade 10 - Adopted: 2010 (CCSS)

 $\begin{array}{ll} {\rm STANDARD}\, {\it I} & {\rm VT.RL.9-} \ \, {\rm Reading} \ \, {\rm Standards} \ \, {\rm for} \ \, {\rm Literature} \\ {\rm STRAND} & 10. \end{array}$ 

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                | Key Ideas and Details  |
|--|----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.3. | 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.                              |

## STANDARD / VT.RL.9- Reading Standards for Literature STRAND 10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                | Craft and Structure  |
|--|----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |

| GRADE LEVEL   | RL.9- |
|---------------|-------|
| EXPECTATION / | 10.5. |
| KNOWLEDGE     |       |
| AND SKILL     |       |

GRADE LEVEL W.9-

EXPECTATION / 10.4.

KNOWLEDGE AND SKILL 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.

## STANDARD / VT.RL.9- Reading Standards for Literature

| STRAND   | 10.             |  |
|--|-----------------|--|
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Range of Reading and Level of Text Complexity  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.10. | 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.  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Text Types and Purposes  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | W.9-<br>10.3.   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.3(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. |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.3(b) | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Production and Distribution of Writing   |

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.)

| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.   |  |  |  |
|---|--|--|--|--|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.6.  | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.   |  |  |  |
| STANDARD /<br>STRAND  | VT.W.9-<br>10.   | Writing Standards  |  |  |  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD   |  | Range of Writing   |  |  |  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.10.   | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |  |  |  |
| STANDARD /<br>STRAND  | VT.SL.9-<br>10.  | Speaking and Listening Standards   |  |  |  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD   |  | Comprehension and Collaboration  |  |  |  |
| 0.72  |  |  |  |  |  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | SL.9-<br>10.1.   | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.   |  |  |  |
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE  |  | teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas   |  |  |  |
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL   | <b>10.1.</b> SL.9-                                       | teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  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,  |  |  |  |
| GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL  GRADE LEVEL EXPECTATION  GRADE LEVEL  | SL.9-<br>10.1(a)   | teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  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.  Propel conversations by posing and responding to questions that relate the current discussion to broader themes or   |  |  |  |
| GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION             | SL.9-<br>10.1(a)<br>SL.9-<br>10.1(c)<br>SL.9-<br>10.1(d) | teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  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.  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.  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                          |  |  |  |
| GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  STANDARD / | SL.9-<br>10.1(a)<br>SL.9-<br>10.1(c)<br>SL.9-<br>10.1(d) | teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  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.  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.  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. |  |  |  |

STANDARD / STRAND VT.L.9- Language Standards 10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Conventions of Standard English   |
|---|-----------------|---|
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| GRADE LEVEL<br>EXPECTATION                              | L.9-<br>10.1(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.  |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Conventions of Standard English   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  |                 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.2(c) | Spell correctly.  |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | L.9-<br>10.4.   | 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.  |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.4(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.  |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.4(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).   |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | L.9-10.6.       | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56

# STANDARD / VT.RL.9- Reading Standards for Literature STRAND 10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                | Key Ideas and Details  |
|--|----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.3. | 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.                              |
| ST ANDARD /  | VT.RL.9-       | Reading Standards for Literature   |

## STANDARD / VT.RL.9- Reading Standards for Literature STRAND 10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>ST ANDARD     |                | Craft and Structure  |
|--|----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  |

# STANDARD / VT.RL.9- Reading Standards for Literature STRAND 10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Range of Reading and Level of Text Complexity   |
|--|-----------------|---|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.10. | 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. |

| STANDARD / | VT.W.9- | Writing | Standards |
|------------|---------|---------|-----------|
| STRAND     | 10.     |         |           |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL I<br>STANDARD | Text Types and Purposes |
|---|-------------------------|
|---|-------------------------|

| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | W.9-<br>10.3.   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
|--|-----------------|--|
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.3(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.       |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.3(b) | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Production and Distribution of Writing   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.5.   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.6.   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Range of Writing   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.10.  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |
| STANDARD /<br>STRAND                                   | VT.SL.9-<br>10. | Speaking and Listening Standards   |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                  | Comprehension and Collaboration  |
|---|------------------|--|
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | SL.9-<br>10.1.   | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| GRADE LEVEL<br>EXPECTATION                              | SL.9-<br>10.1(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.        |
| GRADE LEVEL EXPECTATION                                 | SL.9-<br>10.1(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.                         |
| GRADE LEVEL<br>EXPECTATION                              | SL.9-<br>10.1(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.                 |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.   | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                  | Conventions of Standard English  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | L.9-<br>10.1.    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| GRADE LEVEL<br>EXPECTATION                              | L.9-<br>10.1(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.       |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.   | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                  | Conventions of Standard English  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | L.9-<br>10.2.    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.2(c)  | Spell correctly.   |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.   | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL I<br>STANDARD       |                  | Vocabulary Acquisition and Use   |
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.4.    | 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.   |

| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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.  |
|--|-----------------|---|
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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).   |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL I<br>STANDARD      |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | L.9-10.6.       | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

#### UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70

# Vermont Content Standards Language Arts Grade 10 - Adopted: 2010 (CCSS)

 $\begin{array}{ll} {\rm STANDARD}\, I & {\rm VT.RI.9-} & {\rm Reading} \ {\rm Standards} \ {\rm for} \ {\rm Informational} \ {\rm Text} \\ {\rm STRAND} & {\rm 10}. \end{array}$ 

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |            | Key Ideas and Details  |
|--|------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.      |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.3. | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |

## $\begin{array}{lll} {\rm STANDARD}\,I & {\rm VT.RI.9-} & {\rm Reading} \,\, {\rm Standards} \,\, {\rm for} \,\, {\rm Informational} \,\, {\rm Text} \\ {\rm STRAND} & {\rm 10}. & \\ \end{array}$

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                | Craft and Structure  |
|--|----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-<br>10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |

| STANDARD / | VT.W.9- | Writing | <b>Standards</b> |
|------------|---------|---------|------------------|
| STRAND     | 10.     |         |                  |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Text Types and Purposes   |
|---|-----------------|---|
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL | W.9-<br>10.2.   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   |
| GRADE LEVEL<br>EXPECTATION                              | W.9-<br>10.2(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. |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.2(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.                                 |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.2(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).   |
| STANDARD /<br>STRAND                                    | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Production and Distribution of Writing  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                        |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.5.   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.6.   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.      |
| STANDARD /<br>STRAND                                    | VT.W.9-<br>10.  | Writing Standards   |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD | Research to Build and Present Knowledge |
|---|---|
|   |   |

GRADE LEVEL
EXPECTATION /
KNOWLEDGE
AND SKILL

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

| GRADE LEVEL EXPECTATION 10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; sacess the unablinases of each source in anxieties of per research question; integrate information into the lexit selectively. STANDARD 1  STAND |                            |   |
|--|----------------------------|---|
| ESSENTIAL KNOWLEDGE AND SKILL STANDARD / VT.SL9- STANDARD / STANDARD GRADE LEVEL EXPECTATION / 10.10.  Comprehension and Collaboration NowLEDGE STANDARD / STANDARD  Comprehension and Collaboration NowLEDGE STANDARD / STANDARD  Comprehension and Collaboration NowLEDGE STANDARD / 10.1.  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  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-reasonable well-reasonable velocities.  GRADE LEVEL SL9- EXPECTATION 10.1(c)  CRADE LEVEL SL9- EXPECTATION 10.1(c)  Reador LEVEL SL9- EXPECTATION 10.1(c)  Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, quality or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  STANDARD / VT.SL9- Speaking and Listening Standards  STANDARD / VT.SL9- Speaking and Listening Standards  STANDARD / VT.S.9- Fresent 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.  STANDARD / VT.S.9- SPEAKITIAL KNOWLEDGE STANDARD / VT.S.9- STANDARD / VT.S.9- SESSENTIAL KNOWLEDGE STANDARD / VT.S.9- STANDAR | EXPECTATION /<br>KNOWLEDGE | assess the usefulness of each source in answering the research question; integrate information into the text        |
| AND SKILL  STANDARD  VT.SL-9  Comprehension and Collaboration  Comprehension and Collaborative discussions (one-on-one, in groups, and teacher-led) with diverse parameter on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  Comprehension and Collaborative discussions (one-on-one, in groups, and teacher-led) with diverse parameter on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  Comprehension and Collaborative discussions (one-on-one, in groups, and teacher-led) with diverse parameter on grades 9-10 topics, texts, and issues, building on others' ideas and expressing prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence chearly and persuasively.  Comprehension and Collaboration  Comprehension and Collaboration  C |                            | Writing Standards   |
| ESSENTIAL KNOWLEDGE AND SKILL  STANDARD / VT.SL.9- Speaking and Listening Standards  Comprehension and Collaboration  CRADE LEVEL SL.9- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and expressing their own clearly and persuasively.  CRADE LEVEL SL.9- 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 throughful, well-reasoned exchange of ideas.  CRADE LEVEL SL.9- Propel conversations by posing and responding to questions that reliate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  CRADE LEVEL SL.9- Respond thoughfully 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.  STANDARD / VT.SL.9- Speaking and Listening Standards  CRADE LEVEL SL.9- Presentation of Knowledge and ideas  Presentation of ideas, and style are appropriate to purpose, audience, and task.  Conventions of Standard English  Conventions of Standard English  Conventions of Standard English  | KNOWLEDGE<br>AND SKILL /   | Range of Writing  |
| ESSENTIAL KNOWLEDGE AND SKILL / STANDARD / STRAND  CRADE LEVEL EXPECTATION 10.1(a)  Comprehension and Collaboration  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.  CRADE LEVEL EXPECTATION 10.1(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.  CRADE LEVEL SL9- 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.  CRADE LEVEL SL9- EXPECTATION 10.1(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.  Presentation of Knowledge and Ideas  Presentation of Knowledge and the organization, development, substance, and style are appropriate to purpose, audience, and task.  TANDARD / SKILL /  STANDARD / VT.19- STANDARD / UT.19- STANDARD / | EXPECTATION /<br>KNOWLEDGE |   |
| 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.    Respect ATION   10.1(a)   SL.9-   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 thoughful, well-reasoned exchange of ideas.    GRADE LEVEL   SL.9-   Propel conversations by posing and responding to questions that relate the current discussion to broader themes or EXPECTATION   10.1(c)   Interest of the discussion, and clarity, verify, or challenge ideas and conclusions.    GRADE LEVEL   SL.9-   Respond thoughfully 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.    STANDARD / VT.SL.9-   Speaking and Listening Standards   Presentiation of Knowledge and Ideas   Presentiation of Knowledge and Ideas   Presentiation of Indings, 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.    STANDARD / VT.L.9-   Language Standards   Conventions of Standard English   Conventions o   |                            | Speaking and Listening Standards  |
| Language Standard   Language Standards   Language Standard English   Language Standa   | KNOWLEDGE<br>AND SKILL /   | Comprehension and Collaboration   |
| EXPECTATION 10.1(a) preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  GRADE LEVEL SL9- 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.  GRADE LEVEL SL9- 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.  STANDARD / VT.SL.9- Speaking and Listening Standards  GRADE LEVEL SL9- EXPECTATION / STANDARD 10.  Presentation of Knowledge and Ideas  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.  STANDARD / VT.L.9- Language Standards  Conventions of Standard English  Conventions of Standard English   | EXPECTATION / KNOWLEDGE    | teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas              |
| EXPECTATION 10.1(c) larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  GRADE LEVEL EXPECTATION 10.1(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.  STANDARD / STRAND 10.  ESSENTIAL RNOWLEDGE AND SKILL / STANDARD   VI.S.9- 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.  STANDARD / STRAND 10.  ESSENTIAL STANDARD / VI.L.9- Language Standards  Conventions of Standard English  Conventions of Standard English   |                            | preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, |
| EXPECTATION 10.1(d) warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  STANDARD / VT.SL.9- Speaking and Listening Standards  ESSENTIAL KNOWLEDGE AND SKILL / STANDARD  GRADE LEVEL SL.9- 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.  STANDARD / VT.L.9- Language Standards  STANDARD / 10.  Conventions of Standard English  Conventions of Standard English   |                            |   |
| ESSENTIAL KNOWLEDGE AND SKILL / STANDARD  GRADE LEVEL EXPECTATION / 10.4.  STANDARD / STRAND  |                            | warranted, qualify or justify their own views and understanding and make new connections in light of the evidence   |
| KNOWLEDGE AND SKILL / STANDARD  GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL  STANDARD / STANDARD / STRAND  VT.L.9- 10.4.  Language Standards  Conventions of Standard English  Conventions of Standard English   |                            | Speaking and Listening Standards  |
| EXPECTATION / 10.4. the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  STANDARD / STRAND 10.  ESSENTIAL KNOWLEDGE AND SKILL /  Conventions of Standard English   | KNOWLEDGE<br>AND SKILL /   | Presentation of Knowledge and Ideas   |
| STRAND 10.  ESSENTIAL Conventions of Standard English KNOWLEDGE AND SKILL /  | EXPECTATION /<br>KNOWLEDGE | the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, |
| KNOWLEDGE AND SKILL /  |                            | Language Standards  |
|  | KNOWLEDGE<br>AND SKILL /   | Conventions of Standard English   |

| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
|--|-----------------|--|
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.1(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. |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Conventions of Standard English  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.2(c) | Spell correctly.   |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Knowledge of Language  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.3.   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.3(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.   |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Vocabulary Acquisition and Use   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.4.   | 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.   |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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.   |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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).  |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Vocabulary Acquisition and Use   |

**GRADE LEVEL** EXPECTATION / **KNOWLEDGE** AND SKILL

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 71-82

### Vermont Content Standards Language Arts

Grade 10 - Adopted: 2010 (CCSS)

STANDARD /

VT.RI.9- Reading Standards for Informational Text

STRAND 10.

| ESSENTIAL   |
|-------------|
| KNOWLEDGE   |
| AND SKILL / |
| STANDARD    |
|             |
|             |

Key Ideas and Details

**GRADE LEVEL EXPECTATION /** KNOWI FDGF AND SKILL

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**GRADE LEVEL** EXPECTATION / **KNOWLEDGE** AND SKILL

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**GRADE LEVEL** EXPECTATION / **KNOWLEDGE** AND SKILL

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

## STANDARD /

VT.RI.9- Reading Standards for Informational Text

**STRAND** 10.

| ESSENTIAL   |
|-------------|
| KNOWLEDGE   |
| AND SKILL / |
| STANDARD    |
|             |

Craft and Structure

**GRADE LEVEL** RI.9-EXPECTATION / 10.4. **KNOWLEDGE** 

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).

#### STANDARD / **STRAND**

AND SKILL

VT.W.9-10.

### **Writing Standards**

| ESSENTIAL        |
|------------------|
| <b>KNOWLEDGE</b> |
| AND SKILL /      |
| STANDARD         |

**Text Types and Purposes** 

**GRADE LEVEL EXPECTATION** / KNOWLEDGE AND SKILL

W.9-10.2.

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**GRADE LEVEL** W.9-**EXPECTATION** 10.2(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

| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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.   |
|--|-----------------|---|
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Production and Distribution of Writing  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.5.   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.6.   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Research to Build and Present Knowledge   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-10.7.       | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.8.   | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Range of Writing  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE              | W.9-<br>10.10.  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |

AND SKILL

| STANDARD /<br>STRAND  | VT.L.9-<br>10.                    | Language Standards  |
|---|-----------------------------------|---|
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD   |                                   | Conventions of Standard English   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | L.9-<br>10.1.                     | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| GRADE LEVEL EXPECTATION   | L.9-<br>10.1(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.  |
| STANDARD /<br>STRAND  | VT.L.9-<br>10.                    | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD   |                                   | Conventions of Standard English   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | L.9-<br>10.2.                     | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| GRADE LEVEL EXPECTATION   | L.9-<br>10.2(c)                   | Spell correctly.  |
| STANDARD /<br>STRAND  | VT.L.9-<br>10.                    | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD   |                                   | Knowledge of Language   |
| GRADE LEVEL   |                                   |   |
| / KNOWLEDGE<br>AND SKILL  | L.9-<br>10.3.                     | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| / KNOWLEDGE   |                                   |   |
| / KNOWLEDGE<br>AND SKILL<br>GRADE LEVEL   | <b>10.3.</b>                      | effective choices for meaning or style, and to comprehend more fully when reading or listening.  Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual   |
| GRADE LEVEL EXPECTATION   | L.9-<br>10.3(a)                   | effective choices for meaning or style, and to comprehend more fully when reading or listening.  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.   |
| GRADE LEVEL EXPECTATION  STANDARD / STRAND  ESSENTIAL KNOWLEDGE AND SKILL /   | L.9-<br>10.3(a)<br>VT.L.9-<br>10. | 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.  Language Standards  |
| GRADE LEVEL EXPECTATION  STANDARD / STRAND  ESSENTIAL KNOWLEDGE AND SKILL / STANDARD  GRADE LEVEL EXPECTATION / KNOWLEDGE | L.9-<br>10.3(a)<br>VT.L.9-<br>10. | 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.  Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on |

STANDARD / VT.L.9- Language Standards STRAND 10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |           | Vocabulary Acquisition and Use  |
|--|-----------|---|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | L.9-10.6. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

### UNIT 5: WRITING FROM PICTURES Week 7 Page 83-90

# Vermont Content Standards Language Arts Grade 10 - Adopted: 2010 (CCSS)

## $\begin{array}{ll} {\rm STANDARD}\,I & {\rm VT.RI.9-} & {\rm Reading} \ {\rm Standards} \ {\rm for} \ {\rm Informational} \ {\rm Text} \\ {\rm STRAND} & {\rm 10}. \end{array}$

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |            | Key Ideas and Details   |
|--|------------|---|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

# $\begin{array}{ll} {\rm STANDARD}\,/ & {\rm VT.RI.9-} & {\rm Reading} \ {\rm Standards} \ {\rm for} \ {\rm Informational} \ {\rm Text} \\ {\rm STRAND} & {\rm 10}. \end{array}$

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD |                | Craft and Structure  |
|---|----------------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL     | RI.9-<br>10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |       | Text Types and Purposes   |
|---|-------|---|
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL | 10.2. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |

| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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.   |
|--|-----------------|---|
| GRADE LEVEL<br>EXPECTATION                             | W.9-<br>10.2(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.   |
| GRADE LEVEL<br>EXPECTATION                             | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Production and Distribution of Writing  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.5.   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.6.   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Research to Build and Present Knowledge   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.8.   | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Range of Writing  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.10.  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
|  | VT.L.9-         | Language Standards  |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Conventions of Standard English  |
|---|-----------------|--|
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| GRADE LEVEL<br>EXPECTATION                              | L.9-<br>10.1(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. |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL I<br>STANDARD       |                 | Conventions of Standard English  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | L.9-<br>10.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.2(c) | Spell correctly.   |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Knowledge of Language  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | L.9-<br>10.3.   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.3(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.   |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Vocabulary Acquisition and Use   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | L.9-<br>10.4.   | 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.   |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.4(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.   |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.4(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).  |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards   |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |           | Vocabulary Acquisition and Use  |
|--|-----------|---|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | L.9-10.6. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

# Vermont Content Standards Language Arts Grade 10 - Adopted: 2010 (CCSS)

STANDARD / VT.RL.9- Reading Standards for Literature STRAND 10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                | Key Ideas and Details  |
|--|----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

## STANDARD / VT.RL.9- Reading Standards for Literature STRAND 10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD |                | Craft and Structure  |
|---|----------------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL     | RL.9-<br>10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |

## STANDARD / VT.RL.9- Reading Standards for Literature STRAND 10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD |                 | Range of Reading and Level of Text Complexity   |
|---|-----------------|---|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE         | RL.9-<br>10.10. | 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. |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Text Types and Purposes   |
|--|-----------------|---|
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL |                 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.3(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.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.3(b) | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Production and Distribution of Writing  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.5.   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.6.   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL I<br>STANDARD      |                 | Research to Build and Present Knowledge   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.8.   | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

| ESSENTIAL KNOWLEDGE AND SKILL / STANDARD I VT.L.9- SPECIATION VT.L.9-  |                            |   |
|--|----------------------------|---|
| EXPECTATION 10.10.  STANDARD / STRAND 10.  STANDARD / STRAND 10.  Conventions of Standard English  Conventions of Standard English grammar and usage when writing or speaking.  Conventions of Standard English (rich advertion) to convey specific meanings and add variety and interest to writing or presentations.  STANDARD / VT.L9-  STANDARD / VT.L9-  ESSENTIAL  KNOWLEDGE  AND SKILL / STANDARD / VT.L9-  SPEIC CONVENTION 10.2(c)  Conventions of Standard English  Conventions of Standard English Capitalization, punctuation, and spelling when writing.  AND SKILL / STANDARD / VT.L9-  SPEIC CONVENTION 10.2(c)  STANDARD / VT.L9-  SPEIC CONVENTION 10.2(c)  STANDARD / VT.L9-  SPEIC CONVENTION 10.2(c)  Apply knowledge of Language  Knowledge of Language  Knowledge of Language  CRADE LEVEL L9-  EXPECTATION 10.3(a)  Apply knowledge of Inaguage 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.  AND SKILL / VT.L9-  STANDARD / VT.L9-  STANDARD / VT.L9-  STANDARD / VT.L9-  Language Standards  VT.L9-  Language Standards  Vocabulary Acquisition and Use  AND SKILL / Vocabulary Acquisition and Use  AND SKILL / Vocabulary Acquisition and Use  AND SKILL / Vocabulary Acquisition and Use  | KNOWLEDGE<br>AND SKILL /   | Range of Writing  |
| ESSENTIAL KNOWLEDGE AND SKILL / STANDARD /  GRADE LEVEL L9- EXPECTATION 10.1.)  L9- 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.  STANDARD / STRAND /  TV.L.9- ESSENTIAL KNOWLEDGE AND SKILL    GRADE LEVEL L9- EXPECTATION 10.2.)  Demonstrate command of the conventions of standard English to convey specific meanings and add variety and interest to writing or presentations.  STANDARD / STRAND 10.  Conventions of Standard English  Conventions of Standard English Convervey specific meanings and add variety and interest to writing and add variety and intere | EXPECTATION /<br>KNOWLEDGE |   |
| RNOWLEDGE AND SKILL   STANDARD   GRADE LEVEL   EXPECTATION   STANDARD   STAND |                            | Language Standards  |
| STANDARD   VT.L.9-   | KNOWLEDGE<br>AND SKILL /   | Conventions of Standard English   |
| EXPECTATION 10.1(b) (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STANDARD / VT.L.9- STRAND 10.  ESSENTIAL KNOWLEDGE AND SKILL / STANDARD    GRADE LEVEL EXPECTATION 10.2(c)  STANDARD / VT.L.9- STANDARD / STRAND 10.  STANDARD / STRAND 10.  ESSENTIAL KNOWLEDGE AND SKILL / STANDARD 10.  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.  ESSENTIAL KNOWLEDGE AND SKILL 1  GRADE LEVEL L9- EXPECTATION 10.3(a)  ESSENTIAL CRADE LEVEL L9- EXPECTATION 10.3(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.  ESSENTIAL KNOWLEDGE AND SKILL /  STANDARD / VT.L.9- ST | EXPECTATION / KNOWLEDGE    |   |
| ESSENTIAL KNOWLEDGE AND SKILL / STANDARD / STRAND 10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  GRADE LEVEL EXPECTATION 10.2. Spell correctly.  STANDARD / STRAND 10.2 Language Standards  ESSENTIAL KNOWLEDGE AND SKILL / STANDARD / STRAND 10.  KNOWLEDGE AND SKILL / STANDARD / STRAND 10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  GRADE LEVEL EXPECTATION 10.3. 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.  STANDARD / VT.L.9-Language Standards  ESSENTIAL KNOWLEDGE AND SKILL / VT.L.9-Language Standards  VT.L.9-Language Standards  VT.L.9-Language Standards  VT.L.9-Language Standards  Vocabulary Acquisition and Use  |                            | (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to |
| RNOWLEDGE AND SKILL / STANDARD  GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL / STANDARD / STRAND  GRADE LEVEL L9- 10.2(c)  Spell correctly.  Spell correctly.  Spell correctly.  Spell correctly.  Knowledge of Language  Knowledge of Language  Knowledge of Language  Knowledge of Language  GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL / STANDARD / STAND |                            | Language Standards  |
| Spelling when writing.   Spelling when writing.  | KNOWLEDGE<br>AND SKILL /   | Conventions of Standard English   |
| STANDARD / STRAND 10.2(c)  STANDARD / STRAND 10.  ESSENTIAL KNOWLEDGE AND SKILL / STANDARD 10.  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.  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.  GRADE LEVEL L.9- 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.  STANDARD / STRAND 10.  ESSENTIAL KNOWLEDGE AND SKILL / Vocabulary Acquisition and Use   | EXPECTATION / KNOWLEDGE    |   |
| ESSENTIAL KNOWLEDGE AND SKILL I STANDARD  GRADE LEVEL EXPECTATION 10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  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.  STANDARD / STRAND 10.  ESSENTIAL KNOWLEDGE AND SKILL I  Vocabulary Acquisition and Use  |                            | Spell correctly.  |
| KNOWLEDGE AND SKILL / STANDARD  GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL  GRADE LEVEL EXPECTATION 10.3.  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.  STANDARD / STRAND  VT.L.9- STANDARD / STRAND  VT.L.9- Language Standards  Vocabulary Acquisition and Use  Vocabulary Acquisition and Use  |                            | Language Standards  |
| EXPECTATION / KNOWLEDGE AND SKILL  GRADE LEVEL L.9- 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.  STANDARD / STRAND  VT.L.9- Language Standards  ESSENTIAL KNOWLEDGE AND SKILL /  Vocabulary Acquisition and Use   | KNOWLEDGE<br>AND SKILL /   | Knowledge of Language   |
| EXPECTATION 10.3(a) for Writers) appropriate for the discipline and writing type.  STANDARD / VT.L.9- Language Standards 10.  ESSENTIAL KNOWLEDGE AND SKILL / Vocabulary Acquisition and Use   | EXPECTATION / KNOWLEDGE    |   |
| ESSENTIAL KNOWLEDGE AND SKILL /  Vocabulary Acquisition and Use  |                            |   |
| KNOWLEDGE AND SKILL /  |                            | Language Standards  |
| STANDARD   | KNOWLEDGE                  | Vocabulary Acquisition and Use  |

| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.4.   | 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.  |
|--|-----------------|---|
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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.  |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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).   |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | L.9-10.6.       | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|  |                 | UNIT 5: WRITING FROM PICTURES Week 9 Page 101-108   |

### Vermont Content Standards Language Arts

Grade 10 - Adopted: 2010 (CCSS)

STANDARD / VT.RI.9- Reading Standards for Informational Text STRAND 10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |            | Key Ideas and Details   |
|--|------------|---|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

#### STANDARD / STRAND VT.RI.9- Reading Standards for Informational Text 10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                | Craft and Structure  |
|--|----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-<br>10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10. | Writing Standards  |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Text Types and Purposes   |
|--|-----------------|---|
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | W.9-<br>10.2.   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   |
| GRADE LEVEL<br>EXPECTATION                             | W.9-<br>10.2(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.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Production and Distribution of Writing  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.5.   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.6.   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Research to Build and Present Knowledge   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.8.   | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Range of Writing   |
|--|-----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.10.  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Conventions of Standard English  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.1(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. |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Conventions of Standard English  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.2(c) | Spell correctly.   |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Knowledge of Language  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.3.   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.3(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.   |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Vocabulary Acquisition and Use   |

| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.4.   | 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.  |
|--|-----------------|---|
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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.  |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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).   |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | L.9-10.6.       | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|  |                 | UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120  |

### Vermont Content Standards Language Arts

Grade 10 - Adopted: 2010 (CCSS)

 $\begin{array}{ll} {\rm STANDARD}\, / & {\rm VT.RI.9-} & {\rm Reading} \ {\rm Standards} \ {\rm for} \ {\rm Informational} \ {\rm Text} \\ {\rm STRAND} & {\rm 10}. \end{array}$ 

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |            | Key Ideas and Details  |
|--|------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.      |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.3. | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |

# $\begin{array}{ll} {\rm STANDARD}\, / & {\rm VT.RI.9-} & {\rm Reading} \ {\rm Standards} \ {\rm for} \ {\rm Informational} \ {\rm Text} \\ {\rm STRAND} & {\rm 10}. \end{array}$

| GRADE LEVEL I<br>EXPECTATION / 1<br>KNOWLEDGE<br>AND SKILL | RI.9-<br>10.4.  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
|--|-----------------|--|
|  | VT.W.9-<br>L0.  | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD          |                 | Text Types and Purposes  |
|  | W.9-<br>10.2.   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  |
|  | W.9-<br>10.2(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.  |
|  | W.9-<br>10.2(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.  |
|  | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.   |
|  | VT.W.9-<br>0.   | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD          |                 | Production and Distribution of Writing   |
| GRADE LEVEL V<br>EXPECTATION / 1<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)   |
| GRADE LEVEL NEXPECTATION / 1 KNOWLEDGE AND SKILL           | W.9-<br>10.5.   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.   |
| GRADE LEVEL NEXPECTATION / 1 KNOWLEDGE AND SKILL           | W.9-<br>10.6.   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.   |
|  | VT.W.9-<br>0.   | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD          |                 | Research to Build and Present Knowledge  |

| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-10.7.        | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
|---|------------------|---|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.8.    | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| STANDARD /<br>STRAND                                    | VT.W.9-<br>10.   | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                  | Range of Writing  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.10.   | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| STANDARD /<br>STRAND                                    | VT.SL.9-<br>10.  | Speaking and Listening Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                  | Comprehension and Collaboration   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  |                  | 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.  |
| GRADE LEVEL<br>EXPECTATION                              | SL.9-<br>10.1(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.   |
| GRADE LEVEL EXPECTATION                                 | SL.9-<br>10.1(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.  |
| GRADE LEVEL EXPECTATION                                 | SL.9-<br>10.1(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.  |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.   | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                  | Conventions of Standard English   |
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL |                  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.1(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.  |

| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards  |
|---|-----------------|---|
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Conventions of Standard English   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  |                 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.2(c) | Spell correctly.  |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Knowledge of Language   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  |                 | 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.   |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.3(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.  |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND 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.  |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.4(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.  |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.4(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).   |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | L.9-10.6.       | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138

#### Language Arts

Grade 10 - Adopted: 2010 (CCSS)

| STANDARD / | VT.RI.9- | Reading Standards for Informational Text |
|------------|----------|--|
| STRAND     | 10       |  |

| STANDARD /<br>STRAND                                    | VT.RI.9-<br>10. | Reading Standards for Informational Text   |
|---|-----------------|--|
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Key Ideas and Details  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | RI.9-10.1.      | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | RI.9-10.2.      | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | RI.9-10.3.      | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.   |
| STANDARD /<br>STRAND                                    | VT.RI.9-<br>10. | Reading Standards for Informational Text   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Craft and Structure  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | RI.9-<br>10.4.  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| STANDARD /<br>STRAND                                    | VT.W.9-<br>10.  | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Text Types and Purposes  |
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL |                 | 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.  |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.2(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   |

#### distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding EXPECTATION 10.2(a) comprehension. GRADE LEVEL W.9-Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or EXPECTATION 10.2(b) other information and examples appropriate to the audience's knowledge of the topic. GRADE LEVEL W.9-Use precise language and domain-specific vocabulary to manage the complexity of the topic. EXPECTATION 10.2(d)

| STANDARD / | VT.W.9- | Writing | Standards |
|------------|---------|---------|-----------|
| CTDAND     | 10      |         |           |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                | Production and Distribution of Writing  |
|--|----------------|---|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.6.  | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10. | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                | Research to Build and Present Knowledge   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-10.7.      | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.8.  | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10. | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                | Range of Writing  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10. | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                | Conventions of Standard English   |

| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
|--|-----------------|--|
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.1(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. |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Conventions of Standard English  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.2(c) | Spell correctly.   |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Knowledge of Language  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.3.   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.3(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.   |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Vocabulary Acquisition and Use   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.4.   | 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.   |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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.   |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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).  |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Vocabulary Acquisition and Use   |

**GRADE LEVEL** EXPECTATION / **KNOWLEDGE** AND SKILL

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 139-142

## **Vermont Content Standards** Language Arts

Grade 10 - Adopted: 2010 (CCSS)

STANDARD / **STRAND** 

VT.RI.9- Reading Standards for Informational Text

10.

| ESSENTIAL                |
|--------------------------|
| KNOWLEDGE<br>AND SKILL / |
| STANDARD                 |
|                          |
|                          |

Key Ideas and Details

**GRADE LEVEL** EXPECTATION / **KNOWLEDGE** AND SKILL

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**GRADE LEVEL** EXPECTATION / KNOWLEDGE AND SKILL

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**GRADE LEVEL** EXPECTATION / KNOWLEDGE AND SKILL

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

## STANDARD /

VT.RI.9- Reading Standards for Informational Text

**STRAND** 10.

| ESSENTIAL   |
|-------------|
| KNOWLEDGE   |
| AND SKILL / |
| STANDARD    |
|             |

Craft and Structure

**GRADE LEVEL** RI.9-EXPECTATION / 10.4. KNOWLEDGE

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).

### STANDARD / STRAND

AND SKILL

VT.W.9-**Writing Standards** 

10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      | Text Types and Purposes   |
|--|---|
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | 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. |

#### GRADE LEVEL W.9-**EXPECTATION** 10.2(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.

| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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.   |
|--|-----------------|---|
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Production and Distribution of Writing  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.5.   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.6.   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Research to Build and Present Knowledge   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-10.7.       | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.8.   | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Range of Writing  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE              | W.9-<br>10.10.  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |

| STANDARD /<br>STRAND  | VT.L.9-<br>10.                    | Language Standards  |
|---|-----------------------------------|---|
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD   |                                   | Conventions of Standard English   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | L.9-<br>10.1.                     | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| GRADE LEVEL EXPECTATION   | L.9-<br>10.1(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.  |
| STANDARD /<br>STRAND  | VT.L.9-<br>10.                    | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD   |                                   | Conventions of Standard English   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | L.9-<br>10.2.                     | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| GRADE LEVEL EXPECTATION   | L.9-<br>10.2(c)                   | Spell correctly.  |
| STANDARD /<br>STRAND  | VT.L.9-<br>10.                    | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD   |                                   | Knowledge of Language   |
| GRADE LEVEL   | 1.0                               |   |
| / KNOWLEDGE<br>AND SKILL  | L.9-<br>10.3.                     | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| / KNOWLEDGE   |                                   |   |
| / KNOWLEDGE<br>AND SKILL<br>GRADE LEVEL   | <b>10.3.</b>                      | effective choices for meaning or style, and to comprehend more fully when reading or listening.  Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual   |
| GRADE LEVEL EXPECTATION   | L.9-<br>10.3(a)                   | effective choices for meaning or style, and to comprehend more fully when reading or listening.  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.   |
| GRADE LEVEL EXPECTATION  STANDARD / STRAND  ESSENTIAL KNOWLEDGE AND SKILL /   | L.9-<br>10.3(a)<br>VT.L.9-<br>10. | 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.  Language Standards  |
| GRADE LEVEL EXPECTATION  STANDARD / STRAND  ESSENTIAL KNOWLEDGE AND SKILL / STANDARD  GRADE LEVEL EXPECTATION / KNOWLEDGE | L.9-<br>10.3(a)<br>VT.L.9-<br>10. | 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.  Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on |

STANDARD / VT.L.9- Language Standards STRAND 10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |           | Vocabulary Acquisition and Use  |
|--|-----------|---|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | L.9-10.6. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## UNIT 7: INVENTIVE WRITING Week 13 Page 143-150

# Vermont Content Standards Language Arts Grade 10 - Adopted: 2010 (CCSS)

STANDARD / VT.W.9- Writing Standards STRAND 10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Text Types and Purposes   |
|--|-----------------|---|
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | W.9-<br>10.2.   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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. |
| GRADE LEVEL<br>EXPECTATION                             | W.9-<br>10.2(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.                                 |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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).   |

## STANDARD / VT.W.9- Writing Standards STRAND 10.

| STRAND   | 10.           |  |
|--|---------------|--|
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |               | Production and Distribution of Writing   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION / KNOWLEDGE                    | W.9-<br>10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.                       |

| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.6.   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  |
|--|-----------------|---|
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Research to Build and Present Knowledge   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-10.7.       | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.8.   | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Range of Writing  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.10.  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Conventions of Standard English   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.1(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.  |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL I<br>STANDARD      |                 | Conventions of Standard English   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |

**GRADE LEVEL** L.9-Spell correctly. **EXPECTATION** 10.2(c) STANDARD / VT.L.9-Language Standards STRAND 10. **ESSENTIAL** Knowledge of Language KNOWLEDGE AND SKILL / **STANDARD GRADE LEVEL** L.9-Apply knowledge of language to understand how language functions in different contexts, to make **EXPECT ATION** 10.3. effective choices for meaning or style, and to comprehend more fully when reading or listening. / KNOWLEDGE AND SKILL Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual **GRADE LEVEL** L.9-**EXPECTATION** 10.3(a) for Writers) appropriate for the discipline and writing type. STANDARD / VT.L.9-Language Standards STRAND 10. **ESSENTIAL Vocabulary Acquisition and Use KNOWLEDGE** AND SKILL I

AND SKILL / STANDARD

GRADE LEVEL L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## UNIT 7: INVENTIVE WRITING Week 14 Page 151-156

## Vermont Content Standards Language Arts

Grade 10 - Adopted: 2010 (CCSS)

STANDARD / VT.RL.9- Reading Standards for Literature STRAND 10.

AND SKILL

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                | Key Ideas and Details  |
|--|----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.3. | 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.                              |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Craft and Structure  |
|--|-----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.4.  | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.5.  | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  |
| STANDARD /<br>STRAND                                   | VT.RL.9-<br>10. | Reading Standards for Literature   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Range of Reading and Level of Text Complexity  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.10. | 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.  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Text Types and Purposes  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | W.9-<br>10.3.   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL I<br>STANDARD       |                 | Text Types and Purposes  |
|---|-----------------|--|
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL | W.9-<br>10.3.   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.3(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. |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.3(b) | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.   |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.   |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   |
| STANDARD /<br>STRAND                                    | VT.W.9-<br>10.  | Writing Standards  |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD | Production and Distribution of Writing |
|---|--|
|---|--|

| W.9-<br>10.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                   |
|-----------------|--|
| W.9-<br>10.5.   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.   |
| W.9-<br>10.6.   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| VT.W.9-<br>10.  | Writing Standards  |
|                 | Range of Writing   |
| W.9-<br>10.10.  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |
| VT.L.9-<br>10.  | Language Standards   |
|                 | Conventions of Standard English  |
| L.9-<br>1 10.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| L.9-<br>10.2(c) | Spell correctly.   |
| VT.L.9-<br>10.  | Language Standards   |
|                 | Vocabulary Acquisition and Use   |
| L.9-<br>10.4.   | 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.   |
| L.9-<br>10.4(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.   |
| L.9-<br>10.4(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).  |
|                 | W.9- 10.5.  W.9- 10.6.  VT.W.9- 10.10.  VT.L.9- 10.2.  L.9- 10.2(c)  VT.L.9- 10.4.   |

STANDARD / VT.L.9- Language Standards STRAND 10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |           | Vocabulary Acquisition and Use  |
|--|-----------|---|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | L.9-10.6. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## UNIT 7: INVENTIVE WRITING Week 15 Page 157-160

# Vermont Content Standards Language Arts Grade 10 - Adopted: 2010 (CCSS)

 $\begin{array}{ll} {\rm STANDARD}\,/ & {\rm VT.RL.9-} \ \ {\rm Reading} \ {\rm Standards} \ {\rm for} \ {\rm Literature} \\ {\rm STRAND} & 10. \end{array}$ 

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                | Key Ideas and Details  |
|--|----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.3. | 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.                              |

## STANDARD / VT.RL.9- Reading Standards for Literature STRAND 10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                | Craft and Structure  |
|--|----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Range of Reading and Level of Text Complexity  |
|--|-----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.10. | 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.  |
| STANDARD /<br>STRAND                                   | VT.RI.9-<br>10. | Reading Standards for Informational Text   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Key Ideas and Details  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.1.      | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.2.      | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.3.      | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.   |
| STANDARD /<br>STRAND                                   | VT.RI.9-<br>10. | Reading Standards for Informational Text   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Craft and Structure  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-<br>10.4.  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Production and Distribution of Writing   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE                    | W.9-<br>10.5.   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.   |

| STANDARD / | VT.W.9- | Writing | <b>Standards</b> |
|------------|---------|---------|------------------|
| STRAND     | 10.     |         |                  |

EXPECTATION 10.4(a) as a clue to the meaning of a word or phrase.

| STRAND  | 10.             |   |
|---|-----------------|---|
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Research to Build and Present Knowledge   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-10.7.       | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.8.   | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Conventions of Standard English   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | L.9-<br>10.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.1(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.  |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Knowledge of Language   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | L.9-<br>10.3.   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.3(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.  |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL I<br>STANDARD       |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.4.   | 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.  |
| GRADE LEVEL   | L.9-            | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)  |
| EXPECTATION   | 10 4(2)         | as a clue to the meaning of a word or phrase  |

| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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).   |
|--|-----------------|---|
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | L.9-10.6.       | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|  |                 | UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-166  |
|  |                 | Vermont Content Standards  Language Arts  Grade 10 - Adopted: 2010 (CCSS)   |
| STANDARD /<br>STRAND                                   | VT.RI.9-<br>10. | Reading Standards for Informational Text  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Key Ideas and Details   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.1.      | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.2.      | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.3.      | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  |
| STANDARD /<br>STRAND                                   | VT.RI.9-<br>10. | Reading Standards for Informational Text  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Craft and Structure   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE              | RI.9-<br>10.4.  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).                                    |

AND SKILL

STANDARD /

10.

STRAND

VT.W.9- Writing Standards

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Text Types and Purposes  |
|--|-----------------|--|
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | W.9-<br>10.2.   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| GRADE LEVEL<br>EXPECTATION                             | W.9-<br>10.2(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.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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).  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Production and Distribution of Writing   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.5.   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.6.   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.   |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Research to Build and Present Knowledge  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE                    | W.9-10.7.       | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |

| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.8.   | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
|---|-----------------|---|
| STANDARD /<br>STRAND                                    | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Range of Writing  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.10.  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Conventions of Standard English   |
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.1(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.  |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Conventions of Standard English   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | L.9-<br>10.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.2(c) | Spell correctly.  |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL I<br>STANDARD       |                 | Knowledge of Language   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | L.9-<br>10.3.   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.3(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.  |

| STANDARD / | VT.L.9- | Language Standards |
|------------|---------|--------------------|
| CIDAND     | 10      |                    |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Vocabulary Acquisition and Use  |
|--|-----------------|---|
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.4.   | 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.  |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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.  |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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).   |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE              | L.9-10.6.       | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

## **Vermont Content Standards** Language Arts

Grade 10 - Adopted: 2010 (CCSS)

#### STANDARD / VT.RI.9- Reading Standards for Informational Text STRAND 10.

AND SKILL

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |            | Key Ideas and Details  |
|--|------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.      |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.3. | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |

### STANDARD / STRAND VT.RI.9- Reading Standards for Informational Text 10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Craft and Structure  |
|--|-----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-<br>10.4.  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Text Types and Purposes  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | W.9-<br>10.1.   | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.1(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.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.1(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.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.1(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.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.1(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.   |
| GRADE LEVEL<br>EXPECTATION                             | W.9-<br>10.1(e) | Provide a concluding statement or section that follows from and supports the argument presented.   |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Text Types and Purposes  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | W.9-<br>10.2.   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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.   |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Production and Distribution of Writing   |

| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
|---|----------------|---|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.6.  | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  |
| STANDARD /<br>STRAND                                    | VT.W.9-<br>10. | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                | Research to Build and Present Knowledge   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-10.7.      | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.8.  | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| STANDARD /<br>STRAND                                    | VT.W.9-<br>10. | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                | Range of Writing  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10. | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                | Conventions of Standard English   |
| GRADE LEVEL<br>EXPECT ATION<br>I KNOWLEDGE<br>AND SKILL |                | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| GRADE LEVEL   | L.9-           | 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

EXPECTATION

10.1(b)

writing or presentations.

| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards  |
|---|-----------------|---|
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Conventions of Standard English   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | L.9-<br>10.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.2(c) | Spell correctly.  |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Knowledge of Language   |
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.3.   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.3(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.  |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | L.9-<br>10.4.   | 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.  |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.4(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.  |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.4(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).   |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | L.9-10.6.       | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Language Arts

Grade 10 - Adopted: 2010 (CCSS)

| STANDARD / | VT.RI.9- | Reading Standards for Informational Text |
|------------|----------|--|
| CIDAND     | 10       |  |

**GRADE LEVEL** 

**EXPECTATION** 

**GRADE LEVEL** 

**EXPECTATION** 

W.9-

10.1(c)

W.9-

10.1(d)

discipline in which they are writing.

| STANDARD /<br>STRAND                                   | VT.RI.9-<br>10. | Reading Standards for Informational Text   |
|--|-----------------|--|
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Key Ideas and Details  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.1.      | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.2.      | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.3.      | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.   |
| STANDARD /<br>STRAND                                   | VT.RI.9-<br>10. | Reading Standards for Informational Text   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Craft and Structure  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-<br>10.4.  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Text Types and Purposes  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | W.9-<br>10.1.   | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.1(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.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.1(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.  |

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.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the

| GRADE LEVEL EXPECTATION                                | W.9-<br>10.1(e) | Provide a concluding statement or section that follows from and supports the argument presented.  |
|--|-----------------|---|
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Text Types and Purposes   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL |                 | 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.   |
| GRADE LEVEL<br>EXPECTATION                             | W.9-<br>10.2(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. |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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.                                 |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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).   |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Production and Distribution of Writing  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                        |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.5.   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.6.   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.      |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD   |                                   | Research to Build and Present Knowledge  |
|---|-----------------------------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-10.7.                         | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.8.                     | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  |
| STANDARD /<br>STRAND  | VT.W.9-<br>10.                    | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL I<br>STANDARD   |                                   | Range of Writing   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.10.                    | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |
| STANDARD /<br>STRAND  | VT.L.9-<br>10.                    | Language Standards   |
| ESSENTIAL   |                                   | Conventions of Standard English  |
| KNOWLEDGE<br>AND SKILL /<br>STANDARD  |                                   |  |
| KNOWLEDGE<br>AND SKILL /  | L.9-<br>10.1.                     | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| KNOWLEDGE<br>AND SKILL /<br>STANDARD<br>GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE   |                                   |  |
| KNOWLEDGE<br>AND SKILL /<br>STANDARD  GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  GRADE LEVEL   | <b>10.1.</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   |
| KNOWLEDGE<br>AND SKILL /<br>STANDARD  GRADE LEVEL<br>EXPECTATION / KNOWLEDGE<br>AND SKILL  GRADE LEVEL<br>EXPECTATION  STANDARD /   | L.9-<br>10.1(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.   |
| KNOWLEDGE AND SKILL / STANDARD  GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL  GRADE LEVEL EXPECTATION  STANDARD / STRAND  ESSENTIAL KNOWLEDGE AND SKILL /  | L.9-<br>10.1(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.  Language Standards   |
| KNOWLEDGE AND SKILL / ST ANDARD  GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL  GRADE LEVEL EXPECTATION  ST ANDARD / ST RAND  ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECT ATION / KNOWLEDGE | L.9-<br>10.1(b)<br>VT.L.9-<br>10. | 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.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Knowledge of Language   |
|--|-----------------|---|
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.3.   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.3(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.  |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.4.   | 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.  |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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.  |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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).   |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | L.9-10.6.       | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|  |                 | UNIT 8: FORMAL ESSAY MODELS Week 19 Page 185-188  |

## **Vermont Content Standards** Language Arts

Grade 10 - Adopted: 2010 (CCSS)

#### STANDARD / VT.RI.9- Reading Standards for Informational Text STRAND 10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL I<br>STANDARD | Key Ideas and Details   |
|---|---|
| GRADE LEVEL                                       | RL9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences |

KNOWLEDGE AND SKILL

GRADE LEVEL RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.2.      | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  |
|--|-----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-10.3.      | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.   |
| STANDARD /<br>STRAND                                   | VT.RI.9-<br>10. | Reading Standards for Informational Text   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Craft and Structure  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-<br>10.4.  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Text Types and Purposes  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | W.9-<br>10.1.   | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.1(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.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.1(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.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.1(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.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.1(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.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.1(e) | Provide a concluding statement or section that follows from and supports the argument presented.   |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Text Types and Purposes  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | W.9-<br>10.2.   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  |
|  |                 |  |

| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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.   |
|--|-----------------|---|
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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).   |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Production and Distribution of Writing  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.5.   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.6.   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Research to Build and Present Knowledge   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-10.7.       | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.8.   | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
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STANDARD / VT.W.9- Writing Standards STRAND 10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Range of Writing   |
|--|-----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.10.  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Conventions of Standard English  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.1(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. |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Conventions of Standard English  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.2(c) | Spell correctly.   |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Knowledge of Language  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.3.   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.3(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.   |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Vocabulary Acquisition and Use   |

| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND 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.  |
|--|-----------------|---|
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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.  |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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).   |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | L.9-10.6.       | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|  |                 | LINIT 9: FORMAL CRITIOLIF Week 20 Page 189-228  |

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## Vermont Content Standards Language Arts

Grade 10 - Adopted: 2010 (CCSS)

# STANDARD / VT.RL.9- Reading Standards for Literature STRAND 10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                | Key Ideas and Details  |
|--|----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.3. | 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.                              |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD | Craft and Structure |
|---|---------------------|
|---|---------------------|

| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | RL.9-<br>10.4.  | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
|---|-----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | RL.9-<br>10.5.  | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  |
| STANDARD /<br>STRAND                                    | VT.RL.9-<br>10. | Reading Standards for Literature   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Range of Reading and Level of Text Complexity  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | RL.9-<br>10.10. | 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.  |
| STANDARD /<br>STRAND                                    | VT.W.9-<br>10.  | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Text Types and Purposes  |
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL | W.9-<br>10.3.   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.3(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.   |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.3(b) | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.   |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.   |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  |
| STANDARD /<br>STRAND                                    | VT.W.9-<br>10.  | Writing Standards  |
|   |                 |  |

**Production and Distribution of Writing** 

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.4.    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
|---|------------------|---|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.5.    | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.6.    | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  |
| STANDARD /<br>STRAND                                    | VT.W.9-<br>10.   | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                  | Research to Build and Present Knowledge   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.8.    | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| STANDARD /<br>STRAND                                    | VT.W.9-<br>10.   | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                  | Range of Writing  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.10.   | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| STANDARD /<br>STRAND                                    | VT.SL.9-<br>10.  | Speaking and Listening Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                  | Comprehension and Collaboration   |
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL | SL.9-<br>10.1.   | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  |
| GRADE LEVEL<br>EXPECTATION                              | SL.9-<br>10.1(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.   |

 $Propel \ conversations \ by \ posing \ and \ responding \ to \ questions \ that \ relate \ the \ current \ discussion \ to \ broader \ themes \ or$ 

 $larger\ ideas; actively\ incorporate\ others\ into\ the\ discussion; and\ clarify, verify, or\ challenge\ ideas\ and\ conclusions.$ 

GRADE LEVEL

EXPECTATION

SL.9-

10.1(c)

|   | s, summarize points of agreement and disagreement, and, when nd understanding and make new connections in light of the evidence             |
|---|---|
| STANDARD / VT.L.9- Language Standards STRAND 10.  |   |
| ESSENTIAL Conventions of Standard English KNOWLEDGE AND SKILL / STANDARD  |   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL L.9- Demonstrate command of the convention speaking.                                  | ons of standard English grammar and usage when writing or   |
|   | ljectival, adverbial, participial, prepositional, absolute) and clauses erbial) to convey specific meanings and add variety and interest to |
| STANDARD / VT.L.9- Language Standards STRAND 10.  |   |
| ESSENTIAL Conventions of Standard English KNOWLEDGE AND SKILL / ST ANDARD   |   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL L.9- Demonstrate command of the convention spelling when writing.                     | ons of standard English capitalization, punctuation, and  |
| GRADE LEVEL L.9- Spell correctly.  EXPECTATION 10.2(c)  |   |
| STANDARD / VT.L.9- Language Standards STRAND 10.  |   |
| ESSENTIAL Knowledge of Language KNOWLEDGE AND SKILL I STANDARD  |   |
|   | stand how language functions in different contexts, to make and to comprehend more fully when reading or listening.                         |
| GRADE LEVEL L.9- Write and edit work so that it conforms to the EXPECTATION 10.3(a) for Writers) appropriate for the discipline and | guidelines in a style manual (e.g., MLA Handbook, Turabian's Manua<br>writing type.   |
| STANDARD / VT.L.9- Language Standards   |   |
| STRAND 10.  |   |
| STRAND 10.  ESSENTIAL Vocabulary Acquisition and Use KNOWLEDGE AND SKILL / STANDARD   |   |
| ESSENTIAL Vocabulary Acquisition and Use KNOWLEDGE AND SKILL / STANDARD   | nown and multiple-meaning words and phrases based on sing flexibly from a range of strategies.  |

| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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).   |
|--|-----------------|---|
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | L.9-10.6.       | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|  |                 | UNIT 9: RESPONSE TO LITERATURE Week 21 Page 229-248   |
|  |                 | Vermont Content Standards  Language Arts  Grade 10 - Adopted: 2010 (CCSS)   |
| STANDARD /<br>STRAND                                   | VT.RL.9-<br>10. | Reading Standards for Literature  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Key Ideas and Details   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.1.  | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.2.  | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.3.  | 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.   |
| STANDARD /<br>STRAND                                   | VT.RL.9-<br>10. | Reading Standards for Literature  |
| ESSENTIAL<br>KNOWLEDGE                                 |                 | Craft and Structure   |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                | Craft and Structure  |
|--|----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Range of Reading and Level of Text Complexity   |
|--|-----------------|---|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.10. | 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.   |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Text Types and Purposes   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | W.9-<br>10.2.   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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. |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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.                                 |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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).   |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Text Types and Purposes   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | W.9-<br>10.3.   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.3(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.            |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.3(b) | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  |

| W.9-<br>10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  |
|-----------------|---|
| W.9-<br>10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.   |
| /T.W.9- \<br>0. | Writing Standards   |
|                 | Production and Distribution of Writing  |
|                 | 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.)  |
|                 | 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.  |
|                 | 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.  |
| /T.W.9- \<br>0. | Writing Standards   |
|                 | Research to Build and Present Knowledge   |
| .0.8.           | 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. |
| /T.W.9- \<br>0. | Writing Standards   |
|                 | Range of Writing  |
|                 | 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.   |
| /T.SL.9-<br>0.  | Speaking and Listening Standards  |
|                 |   |
|                 | 0.3(d) W.9- 0.3(e) T.W.9- ). W.9- 0.4. W.9- 0.5.  T.W.9- ). W.9- 0.10.  |

| GRADE LEVEL<br>EXPECTATION<br>I KNOWLEDGE<br>AND SKILL | SL.9-<br>10.1.   | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |  |
|--|------------------|--|--|
| GRADE LEVEL EXPECTATION                                | SL.9-<br>10.1(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.        |  |
| GRADE LEVEL EXPECTATION                                | SL.9-<br>10.1(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.                         |  |
| GRADE LEVEL<br>EXPECTATION                             | SL.9-<br>10.1(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.                 |  |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.   | Language Standards   |  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                  | Conventions of Standard English  |  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.1.    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |  |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.1(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.       |  |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.   | Language Standards   |  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                  | Conventions of Standard English  |  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.2.    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |  |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.2(c)  | Spell correctly.   |  |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.   | Language Standards   |  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                  | Knowledge of Language  |  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.3.    | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  |  |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.3(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.   |  |

| 10.             | Lunguage orania a a   |
|-----------------|---|
|                 | Vocabulary Acquisition and Use  |
| L.9-<br>10.4.   | 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.  |
| L.9-<br>10.4(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.  |
| L.9-<br>10.4(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).   |
| VT.L.9-<br>10.  | Language Standards  |
|                 | Vocabulary Acquisition and Use  |
| L.9-10.6.       | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|                 | L.9-<br>10.4(a)<br>L.9-<br>10.4(d)<br>VT.L.9-<br>10.  |

## UNIT 9: RESPONSE TO LITERATURE Week 22 Page 249-276

# Vermont Content Standards Language Arts

Grade 10 - Adopted: 2010 (CCSS)

# $\begin{array}{ll} {\rm STANDARD}\, / & {\rm VT.RL.9-} \ \ {\rm Reading} \ {\rm Standards} \ {\rm for} \ {\rm Literature} \\ {\rm STRAND} & {\rm 10}. \end{array}$

VT.L.9- Language Standards

STANDARD /

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                | Key Ideas and Details  |
|--|----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.3. | 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.                              |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Craft and Structure  |
|--|-----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.4.  | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.5.  | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  |
| STANDARD /<br>STRAND                                   | VT.RL.9-<br>10. | Reading Standards for Literature   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Range of Reading and Level of Text Complexity  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.10. | 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.  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>ST ANDARD     |                 | Text Types and Purposes  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | W.9-<br>10.2.   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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.  |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Text Types and Purposes   |
|--|-----------------|---|
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | W.9-<br>10.2.   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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. |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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.                                 |
| GRADE LEVEL<br>EXPECTATION                             | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| GRADE LEVEL<br>EXPECTATION                             | W.9-<br>10.2(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).   |

| STANDARD / | VT.W.9- | Writing Standards |
|------------|---------|-------------------|
| STRAND     | 10.     |                   |

| ESSENTIAL   | Text Types and Purposes |
|-------------|-------------------------|
| KNOWLEDGE   |                         |
| AND SKILL / |                         |
| STANDARD    |                         |
|             |                         |

| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL | W.9-<br>10.3.   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
|---|-----------------|---|
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.3(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.  |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.3(b) | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.   |
| STANDARD /<br>STRAND                                    | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Production and Distribution of Writing  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.5.   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.6.   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  |
| STANDARD /<br>STRAND                                    | VT.W.9-<br>10.  | Writing Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Research to Build and Present Knowledge   |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.8.   | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| STANDARD /<br>STRAND                                    | VT.W.9-<br>10.  | Writing Standards   |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD   |                                   | Range of Writing   |
|---|-----------------------------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.10.                    | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |
| STANDARD /<br>STRAND  | VT.SL.9-<br>10.                   | Speaking and Listening Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD   |                                   | Comprehension and Collaboration  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | SL.9-<br>10.1.                    | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.               |
| GRADE LEVEL EXPECTATION   | SL.9-<br>10.1(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.                      |
| GRADE LEVEL EXPECTATION   | SL.9-<br>10.1(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.                                       |
| GRADE LEVEL EXPECTATION   | SL.9-<br>10.1(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.                               |
| STANDARD /<br>STRAND  | VT.L.9-<br>10.                    | Language Standards   |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /   |                                   | Conventions of Standard English  |
| STANDARD  |                                   |  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | L.9-<br>10.1.                     | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE   |                                   |  |
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL   | <b>10.1.</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   |
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL<br>GRADE LEVEL<br>EXPECTATION                                       | L.9-<br>10.1(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.                     |
| GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL  GRADE LEVEL EXPECTATION  STANDARD / STRAND  ESSENTIAL KNOWLEDGE AND SKILL / | L.9-<br>10.1(b)<br>VT.L.9-<br>10. | 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.  Language Standards |

| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards  |
|--|-----------------|---|
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Knowledge of Language   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.3.   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.3(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.  |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL | L.9-<br>10.4.   | 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.  |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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.  |
| GRADE LEVEL EXPECTATION                                | L.9-<br>10.4(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).   |
| STANDARD /<br>STRAND                                   | VT.L.9-<br>10.  | Language Standards  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | L.9-10.6.       | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|  |                 | UNIT 9: RESPONSE TO LITERATURE Week 23 Page 277-280   |
|  |                 | Vermont Content Standards   |
|  |                 | Language Arts Grade 10 - Adopted: 2010 (CCSS)   |
|  |                 | Grade 10 - Adopted. 2010 (0000)   |

STANDARD / VT.RL.9- Reading Standards for Literature STRAND 10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD    | Key Ideas and Details   |
|--|---|
| GRADE LEVEL RL.9<br>EXPECTATION / 10.1.<br>KNOWLEDGE | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
|--|----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.3. | 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.                              |

# $\begin{array}{ll} {\rm STANDARD}\, {\it I} & {\rm VT.RL.9-} \ \, {\rm Reading} \ \, {\rm Standards} \ \, {\rm for} \ \, {\rm Literature} \\ {\rm STRAND} & 10. \end{array}$

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                | Craft and Structure  |
|--|----------------|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RL.9-<br>10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  |

# STANDARD / VT.RL.9- Reading Standards for Literature STRAND 10.

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD |                 | Range of Reading and Level of Text Complexity   |
|---|-----------------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE               | RL.9-<br>10.10. | 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. |

# STANDARD / VT.W.9- Writing Standards STRAND 10.

| STRAND   | 10.             |   |
|--|-----------------|---|
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Text Types and Purposes   |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL |                 | 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.   |
| GRADE LEVEL<br>EXPECTATION                             | W.9-<br>10.2(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. |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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.                                 |

| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.   |  |  |
|---|-----------------|--|--|--|
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.2(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).  |  |  |
| STANDARD /<br>STRAND                                    | VT.W.9-<br>10.  | Writing Standards  |  |  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Text Types and Purposes  |  |  |
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL | W.9-<br>10.3.   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |  |  |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.3(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.       |  |  |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.3(b) | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.   |  |  |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.   |  |  |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   |  |  |
| GRADE LEVEL EXPECTATION                                 | W.9-<br>10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  |  |  |
| STANDARD /<br>STRAND                                    | VT.W.9-<br>10.  | Writing Standards  |  |  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>ST ANDARD      |                 | Production and Distribution of Writing   |  |  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                   |  |  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.5.   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.   |  |  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.6.   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |  |  |
| STANDARD /<br>STRAND                                    | VT.W.9-<br>10.  | Writing Standards  |  |  |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                  | Research to Build and Present Knowledge   |  |
|---|------------------|---|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.8.    | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |  |
| STANDARD /<br>STRAND                                    | VT.W.9-<br>10.   | Writing Standards   |  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                  | Range of Writing  |  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | W.9-<br>10.10.   | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |  |
| STANDARD /<br>STRAND                                    | VT.SL.9-<br>10.  | Speaking and Listening Standards  |  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                  | Comprehension and Collaboration   |  |
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL | SL.9-<br>10.1.   | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  |  |
| GRADE LEVEL<br>EXPECTATION                              | SL.9-<br>10.1(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.   |  |
| GRADE LEVEL EXPECTATION                                 | SL.9-<br>10.1(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.  |  |
| GRADE LEVEL<br>EXPECTATION                              | SL.9-<br>10.1(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.  |  |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.   | Language Standards  |  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL I<br>STANDARD       |                  | Conventions of Standard English   |  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | L.9-<br>10.1.    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |  |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.1(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.  |  |

| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards  |  |  |  |
|---|-----------------|---|--|--|--|
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Conventions of Standard English   |  |  |  |
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND SKILL |                 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |  |  |  |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.2(c) | Spell correctly.  |  |  |  |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards  |  |  |  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Knowledge of Language   |  |  |  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL  | L.9-<br>10.3.   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |  |  |  |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.3(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.  |  |  |  |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards  |  |  |  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL I<br>STANDARD       |                 | Vocabulary Acquisition and Use  |  |  |  |
| GRADE LEVEL<br>EXPECT ATION<br>/ KNOWLEDGE<br>AND 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.  |  |  |  |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.4(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.  |  |  |  |
| GRADE LEVEL EXPECTATION                                 | L.9-<br>10.4(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).   |  |  |  |
| STANDARD /<br>STRAND                                    | VT.L.9-<br>10.  | Language Standards  |  |  |  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD       |                 | Vocabulary Acquisition and Use  |  |  |  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL  | L.9-10.6.       | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |  |  |  |

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## Language Arts

Grade 10 - Adopted: 2010 (CCSS)

| STANDARD / | VT.RI.9- | Reading Standards for Informational Text |
|------------|----------|--|
| STRAND     | 10.      |  |

| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Craft and Structure  |  |  |  |
|--|-----------------|--|--|--|--|
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | RI.9-<br>10.4.  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |  |  |  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards  |  |  |  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Text Types and Purposes  |  |  |  |
| GRADE LEVEL<br>EXPECTATION<br>/ KNOWLEDGE<br>AND SKILL |                 | 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.  |  |  |  |
| GRADE LEVEL<br>EXPECTATION                             | W.9-<br>10.2(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.  |  |  |  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(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.  |  |  |  |
| GRADE LEVEL EXPECTATION                                | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.   |  |  |  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards  |  |  |  |
| ESSENTIAL<br>KNOWLEDGE<br>AND SKILL /<br>STANDARD      |                 | Production and Distribution of Writing   |  |  |  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)   |  |  |  |
| GRADE LEVEL<br>EXPECTATION /<br>KNOWLEDGE<br>AND SKILL | W.9-<br>10.5.   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.   |  |  |  |
| STANDARD /<br>STRAND                                   | VT.W.9-<br>10.  | Writing Standards  |  |  |  |
| ESSENTIAL  |                 | Range of Writing   |  |  |  |

GRADE LEVEL W.9-EXPECTATION / 10.10. KNOWLEDGE AND 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.

## STANDARD / STRAND

VT.L.9- Language Standards

**Vocabulary Acquisition and Use** 

**GRADE LEVEL** EXPECTATION / KNOWLEDGE AND SKILL

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.