

Attachment 1

Overview of Planned Curriculum English Language Arts Grades 7 through 12

Reading Standards for Literature Key Ideas and Details

English Language Arts (2015) Grade(s): 7 All Resources: 38 Learning Activities: 4 Lesson Plans: 34 Multimedia: 0 Unit Plans: 0	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.7.1]
English Language Arts (2015) Grade(s): 7 All Resources: 47 Learning Activities: 3 Lesson Plans: 38 Multimedia: 6 Unit Plans: 0	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. [RL.7.2]
English Language Arts (2015) Grade(s): 7 All Resources: 39 Learning Activities: 3 Lesson Plans: 27 Multimedia: 9 Unit Plans: 0	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). [RL.7.3]

Craft and Structure

English Language Arts (2015) Grade(s): 7 All Resources: 33 Learning Activities: 2 Lesson Plans: 28 Multimedia: 3 Unit Plans: 0	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. [RL.7.4]
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English Language Arts (2015) Grade(s): 7 All Resources: 21 Learning Activities: 3 Lesson Plans: 15 Multimedia: 3 Unit Plans: 0	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. [RL.7.5]
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English Language Arts (2015) Grade(s): 7 All Resources: 19 Learning Activities: 1 Lesson Plans: 11 Multimedia: 7 Unit Plans: 0	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. [RL.7.6]
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Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 7 All Resources: 14 Learning Activities: 0 Lesson Plans: 11 Multimedia: 3 Unit Plans: 0	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). [RL.7.7]
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English Language Arts (2015)	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. [RL.7.9]
Grade(s): 7	
All Resources: 10	
Learning Activities: 1	
Lesson Plans: 7	
Multimedia: 2	
Unit Plans: 0	

Range of Reading and Level of Text Complexity

English Language Arts (2015)	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.7.10]
Grade(s): 7	
All Resources: 34	
Learning Activities: 2	
Lesson Plans: 31	
Multimedia: 1	
Unit Plans: 0	

Reading Standards for Informational Text Key Ideas and Details

English Language Arts (2015)	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.7.1]
Grade(s): 7	
All Resources: 25	
Learning Activities: 0	
Lesson Plans: 25	
Multimedia: 0	
Unit Plans: 0	
English Language Arts (2015)	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. [RI.7.2]
Grade(s): 7	
All Resources: 14	
Learning Activities: 0	
Lesson Plans: 14	

Plans: Multimedia: 0 Unit Plans: 0	
English Language Arts (2015) Grade(s): 7 All Resources: 20 Learning Activities: 0 Lesson Plans: 19 Multimedia: 1 Unit Plans: 0	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). [RI.7.3]

Craft and Structure

English Language Arts (2015) Grade(s): 7 All Resources: 11 Learning Activities: 0 Lesson Plans: 11 Multimedia: 0 Unit Plans: 0	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. [RI.7.4]
English Language Arts (2015) Grade(s): 7 All Resources: 10 Learning Activities: 0 Lesson Plans: 9 Multimedia: 1 Unit Plans: 0	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. [RI.7.5]
English Language Arts (2015) Grade(s): 7 All Resources: 14 Learning Activities: 0 Lesson Plans: 11	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. [RI.7.6]

Plans:	
Multimedia: 3	
Unit Plans: 0	

Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 7 All Resources: 13 Learning Activities: 1 Lesson Plans: 12 Multimedia: 0 Unit Plans: 0	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). [RI.7.7]
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English Language Arts (2015) Grade(s): 7 All Resources: 7 Learning Activities: 0 Lesson Plans: 7 Multimedia: 0 Unit Plans: 0	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. [RI.7.8]
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English Language Arts (2015) Grade(s): 7 All Resources: 7 Learning Activities: 0 Lesson Plans: 7 Multimedia: 0 Unit Plans: 0	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. [RI.7.9]
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Range of Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 7 All Resources: 18 Learning 0	By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.7.10]
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Activities:	
Lesson Plans:	18
Multimedia:	0
Unit Plans:	0

Writing Standards Text Types and Purposes

<p>English Language Arts (2015) Grade(s): 7 All Resources: 21 Learning Activities: 3 Lesson Plans: 18 Multimedia: 0 Unit Plans: 0</p>	<p>Write arguments to support claims with clear reasons and relevant evidence. [W.7.1]</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. [W.7.1a]</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [W.7.1b]</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. [W.7.1c]</p> <p>d. Establish and maintain a formal style. [W.7.1d]</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. [W.7.1e]</p>
<p>English Language Arts (2015) Grade(s): 7 All Resources: 26 Learning Activities: 3 Lesson Plans: 23 Multimedia: 0 Unit Plans: 0</p>	<p>Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.7.2]</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.7.2a]</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. [W.7.2b]</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. [W.7.2c]</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.7.2d]</p> <p>e. Establish and maintain a formal style. [W.7.2e]</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. [W.7.2f]</p>
<p>English Language Arts (2015) Grade(s): 7</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.7.3]</p> <p>a. Engage and orient the reader by establishing a context and point of view and</p>

All Resources:	30	introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.7.3a]
Learning Activities:	1	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. [W.7.3b]
Lesson Plans:	28	
Multimedia:	1	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. [W.7.3c]
Unit Plans:	0	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [W.7.3d]
		e. Provide a conclusion that follows from and reflects on the narrated experiences or events. [W.7.3e]

Production and Distribution of Writing

English Language Arts (2015)		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 20-22 above.) [W.7.4]
Grade(s):	7	
All Resources:	54	
Learning Activities:	1	
Lesson Plans:	53	
Multimedia:	0	
Unit Plans:	0	
English Language Arts (2015)		With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-7.) [W.7.5]
Grade(s):	7	
All Resources:	32	
Learning Activities:	1	
Lesson Plans:	31	
Multimedia:	0	
Unit Plans:	0	
English Language Arts (2015)		Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. [W.7.6]
Grade(s):	7	
All Resources:	46	
Learning Activities:	1	
Lesson Plans:	42	

Multimedia: 3	
Unit Plans: 0	

Research to Build and Present Knowledge

English Language Arts (2015) Grade(s): 7 All Resources: 48 Learning Activities: 0 Lesson Plans: 40 Multimedia: 8 Unit Plans: 0	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. [W.7.7]
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English Language Arts (2015) Grade(s): 7 All Resources: 36 Learning Activities: 1 Lesson Plans: 31 Multimedia: 3 Unit Plans: 1	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. [W.7.8]
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English Language Arts (2015) Grade(s): 7 All Resources: 20 Learning Activities: 0 Lesson Plans: 20 Multimedia: 0 Unit Plans: 0	Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.7.9] a. Apply <i>Grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). [W.7.9a] b. Apply <i>Grade 7 Reading standards</i> to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). [W.7.9b]
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Range of Writing

English Language Arts (2015) Grade(s): 7 All Resources: 29 Learning Activities: 0	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.7.10]
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Lesson Plans:	29
Multimedia:	0
Unit Plans:	0

Speaking and Listening Standards Comprehension and Collaboration

English Language Arts (2015) Grade(s): 7 All Resources: 38 Learning Activities: 2 Lesson Plans: 36 Multimedia: 0 Unit Plans: 0	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. [SL.7.1] a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.7.1a] b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.7.1b] c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. [SL.7.1c] d. Acknowledge new information expressed by others and, when warranted, modify their own views. [SL.7.1d]
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English Language Arts (2015) Grade(s): 7 All Resources: 30 Learning Activities: 1 Lesson Plans: 15 Multimedia: 14 Unit Plans: 0	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. [SL.7.2]
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English Language Arts (2015) Grade(s): 7 All Resources: 6 Learning Activities: 1 Lesson Plans: 5 Multimedia: 0 Unit Plans: 0	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. [SL.7.3]
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Presentation of Knowledge and Ideas

English Language Arts (2015) Grade(s): 7 All Resources: 17 Learning Activities: 0 Lesson Plans: 17 Multimedia: 0 Unit Plans: 0	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. [SL.7.4]
English Language Arts (2015) Grade(s): 7 All Resources: 29 Learning Activities: 3 Lesson Plans: 25 Multimedia: 1 Unit Plans: 0	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. [SL.7.5]
English Language Arts (2015) Grade(s): 7 All Resources: 7 Learning Activities: 1 Lesson Plans: 6 Multimedia: 0 Unit Plans: 0	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 Language standards 36 and 38 for specific expectations.) [SL.7.6]

Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

English Language Arts (2015) Grade(s): 7 All Resources: 23	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.7.1] a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. (Alabama)
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Learning Activities: 4 Lesson Plans: 17 Multimedia: 2 Unit Plans: 0	b. Explain the function of phrases and clauses in general and their function in specific sentences. [L.7.1a] c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. [L.7.1b] d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [L.7.1c]
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English Language Arts (2015) Grade(s): 7 All Resources: 20 Learning Activities: 2 Lesson Plans: 17 Multimedia: 1 Unit Plans: 0	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.7.2] a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). [L.7.2a] b. Spell correctly. [L.7.2b]
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Knowledge of Language

English Language Arts (2015) Grade(s): 7 All Resources: 26 Learning Activities: 2 Lesson Plans: 24 Multimedia: 0 Unit Plans: 0	Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.7.3] a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* [L.7.3a]
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Vocabulary Acquisition and Use

English Language Arts (2015) Grade(s): 7 All Resources: 16 Learning Activities: 1 Lesson Plans: 13 Multimedia: 2 Unit Plans: 0	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 7 reading and content</i> , choosing flexibly from a range of strategies. [L.7.4] a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.7.4a] b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). [L.7.4b] c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.7.4c]
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	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.7.4d]
English Language Arts (2015) Grade(s): 7 All Resources: 19 Learning Activities: 1 Lesson Plans: 17 Multimedia: 1 Unit Plans: 0	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.7.5] a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. [L.7.5a] b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. [L.7.5b] c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>). [L.7.5c]
English Language Arts (2015) Grade(s): 7 All Resources: 27 Learning Activities: 1 Lesson Plans: 14 Multimedia: 12 Unit Plans: 0	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.7.6]

Reading Standards for Literature

Key Ideas and Details

<p>English Language Arts (2015) Grade(s): 8 All Resources: 33 Learning Activities: 4 Lesson Plans: 26 Multimedia: 2 Unit Plans: 1</p>	<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RL.8.1]</p>
<p>English Language Arts (2015) Grade(s): 8 All Resources: 45 Learning Activities: 5 Lesson Plans: 32 Multimedia: 7 Unit Plans: 1</p>	<p>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. [RL.8.2]</p>
<p>English Language Arts (2015) Grade(s): 8 All Resources: 28 Learning Activities: 3 Lesson Plans: 20 Multimedia: 5 Unit Plans: 0</p>	<p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. [RL.8.3]</p>

Craft and Structure

English Language Arts (2015) Grade(s): 8 All Resources: 26 Learning Activities: 2 Lesson Plans: 24 Multimedia: 0 Unit Plans: 0	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. [RL.8.4]
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English Language Arts (2015) Grade(s): 8 All Resources: 10 Learning Activities: 0 Lesson Plans: 10 Multimedia: 0 Unit Plans: 0	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. [RL.8.5]
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English Language Arts (2015) Grade(s): 8 All Resources: 12 Learning Activities: 0 Lesson Plans: 8 Multimedia: 4 Unit Plans: 0	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. [RL.8.6]
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Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 8 All Resources: 8 Learning Activities: 0 Lesson Plans: 5 Multimedia: 3	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. [RL.8.7]
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Unit Plans:	0	
English Language Arts (2015)		Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. [RL.8.9]
Grade(s):	8	
All Resources:	6	
Learning Activities:	1	
Lesson Plans:	4	
Multimedia:	0	
Unit Plans:	1	

Range of Reading and Level of Text Complexity

English Language Arts (2015)		By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently. [RL.8.10]
Grade(s):	8	
All Resources:	44	
Learning Activities:	4	
Lesson Plans:	37	
Multimedia:	2	
Unit Plans:	1	

Reading Standards for Informational Text Key Ideas and Details

English Language Arts (2015)		Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RI.8.1]
Grade(s):	8	
All Resources:	17	
Learning Activities:	1	
Lesson Plans:	14	
Multimedia:	2	
Unit Plans:	0	
English Language Arts (2015)		Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. [RI.8.2]
Grade(s):	8	
All Resources:	17	
Learning Activities:	2	

Lesson Plans: 15 Multimedia: 0 Unit Plans: 0	
English Language Arts (2015) Grade(s): 8 All Resources: 11 Learning Activities: 0 Lesson Plans: 11 Multimedia: 0 Unit Plans: 0	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). [RI.8.3]

Craft and Structure

English Language Arts (2015) Grade(s): 8 All Resources: 7 Learning Activities: 0 Lesson Plans: 7 Multimedia: 0 Unit Plans: 0	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. [RI.8.4]
English Language Arts (2015) Grade(s): 8 All Resources: 5 Learning Activities: 1 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. [RI.8.5]
English Language Arts (2015) Grade(s): 8 All Resources: 10 Learning Activities: 0	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. [RI.8.6]

Lesson Plans: 7 Multimedia: 3 Unit Plans: 0	
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Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 8 All Resources: 11 Learning Activities: 0 Lesson Plans: 10 Multimedia: 1 Unit Plans: 0	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. [RI.8.7]
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English Language Arts (2015) Grade(s): 8 All Resources: 7 Learning Activities: 0 Lesson Plans: 7 Multimedia: 0 Unit Plans: 0	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. [RI.8.8]
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English Language Arts (2015) Grade(s): 8 All Resources: 5 Learning Activities: 0 Lesson Plans: 5 Multimedia: 0 Unit Plans: 0	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. [RI.8.9]
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Range of Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 8 All Resources: 16	By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently. [RI.8.10]
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Learning Activities:	0
Lesson Plans:	16
Multimedia:	0
Unit Plans:	0

Writing Standards

Text Types and Purposes

<p>English Language Arts (2015) Grade(s): 8 All Resources: 18 Learning Activities: 0 Lesson Plans: 18 Multimedia: 0 Unit Plans: 0</p>	<p>Write arguments to support claims with clear reasons and relevant evidence. [W.8.1]</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. [W.8.1a]</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [W.8.1b]</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. [W.8.1c]</p> <p>d. Establish and maintain a formal style. [W.8.1d]</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. [W.8.1e]</p>
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<p>English Language Arts (2015) Grade(s): 8 All Resources: 24 Learning Activities: 1 Lesson Plans: 21 Multimedia: 1 Unit Plans: 1</p>	<p>Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.8.2]</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.8.2a]</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. [W.8.2b]</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. [W.8.2c]</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.8.2d]</p> <p>e. Establish and maintain a formal style. [W.8.2e]</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. [W.8.2f]</p>
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<p>English Language Arts (2015) Grade(s): 8</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.8.3]</p> <p>a. Engage and orient the reader by establishing a context and point of view and</p>
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All Resources:	26	introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.8.3a]
Learning Activities:	0	b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. [W.8.3b]
Lesson Plans:	25	
Multimedia:	0	c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. [W.8.3c]
Unit Plans:	1	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [W.8.3d]
		e. Provide a conclusion that follows from and reflects on the narrated experiences or events. [W.8.3e]

Production and Distribution of Writing

English Language Arts (2015)		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 20-22 above.) [W.8.4]
Grade(s):	8	
All Resources:	50	
Learning Activities:	1	
Lesson Plans:	49	
Multimedia:	0	
Unit Plans:	0	
English Language Arts (2015)		With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-8.) [W.8.5]
Grade(s):	8	
All Resources:	29	
Learning Activities:	0	
Lesson Plans:	27	
Multimedia:	1	
Unit Plans:	1	
English Language Arts (2015)		Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. [W.8.6]
Grade(s):	8	
All Resources:	42	
Learning Activities:	3	
Lesson Plans:	37	

Plans:	
Multimedia: 1	
Unit Plans: 1	

Research to Build and Present Knowledge

English Language Arts (2015) Grade(s): 8 All Resources: 46 Learning Activities: 0 Lesson Plans: 36 Multimedia: 9 Unit Plans: 1	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. [W.8.7]
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English Language Arts (2015) Grade(s): 8 All Resources: 34 Learning Activities: 1 Lesson Plans: 31 Multimedia: 2 Unit Plans: 0	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. [W.8.8]
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English Language Arts (2015) Grade(s): 8 All Resources: 20 Learning Activities: 0 Lesson Plans: 19 Multimedia: 1 Unit Plans: 0	Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.8.9] a. Apply <i>Grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). [W.8.9a] b. Apply <i>Grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). [W.8.9b]
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Range of Writing

English Language Arts (2015) Grade(s): 8 All Resources: 31 Learning 0	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.8.10]
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Activities:	
Lesson Plans:	30
Multimedia:	1
Unit Plans:	0

Speaking and Listening Standards Comprehension and Collaboration

<p>English Language Arts (2015)</p> <p>Grade(s): 8</p> <p>All Resources: 42</p> <p>Learning Activities: 3</p> <p>Lesson Plans: 39</p> <p>Multimedia: 0</p> <p>Unit Plans: 0</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. [SL.8.1]</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.8.1a]</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.8.1b]</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. [SL.8.1c]</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. [SL.8.1d]</p>
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<p>English Language Arts (2015)</p> <p>Grade(s): 8</p> <p>All Resources: 16</p> <p>Learning Activities: 1</p> <p>Lesson Plans: 15</p> <p>Multimedia: 0</p> <p>Unit Plans: 0</p>	<p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. [SL.8.2]</p>
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<p>English Language Arts (2015)</p> <p>Grade(s): 8</p> <p>All Resources: 5</p> <p>Learning Activities: 1</p> <p>Lesson Plans: 4</p> <p>Multimedia: 0</p> <p>Unit Plans: 0</p>	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. [SL.8.3]</p>
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Presentation of Knowledge and Ideas

English Language Arts (2015) Grade(s): 8 All Resources: 16 Learning Activities: 1 Lesson Plans: 15 Multimedia: 0 Unit Plans: 0	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. [SL.8.4]
English Language Arts (2015) Grade(s): 8 All Resources: 21 Learning Activities: 3 Lesson Plans: 17 Multimedia: 1 Unit Plans: 0	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. [SL.8.5]
English Language Arts (2015) Grade(s): 8 All Resources: 6 Learning Activities: 0 Lesson Plans: 5 Multimedia: 1 Unit Plans: 0	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language standards 36 and 38 for specific expectations.) [SL.8.6]

Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

English Language Arts (2015) Grade(s): 8 All Resources: 15	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.8.1] a. Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. (Alabama)
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Learning Activities: 4 Lesson Plans: 10 Multimedia: 1 Unit Plans: 0	b. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. [L.8.1a] c. Form and use verbs in the active and passive voice. [L.8.1b] d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. [L.8.1c] e. Recognize and correct inappropriate shifts in verb voice and mood.* [L.8.1d]
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English Language Arts (2015) Grade(s): 8 All Resources: 13 Learning Activities: 1 Lesson Plans: 11 Multimedia: 1 Unit Plans: 0	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.8.2] a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. [L.8.2a] b. Use an ellipsis to indicate an omission. [L.8.2b] c. Spell correctly. [L.8.2c]
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Knowledge of Language

English Language Arts (2015) Grade(s): 8 All Resources: 19 Learning Activities: 1 Lesson Plans: 18 Multimedia: 0 Unit Plans: 0	Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.8.3] a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). [L.8.3a]
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Vocabulary Acquisition and Use

English Language Arts (2015) Grade(s): 8 All Resources: 14 Learning Activities: 0 Lesson Plans: 12 Multimedia: 2 Unit Plans: 0	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>Grade 8 reading and content</i> , choosing flexibly from a range of strategies. [L.8.4] a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.8.4a] b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>). [L.8.4b] c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or
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	<p>clarify its precise meaning or its part of speech. [L.8.4c]</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.8.4d]</p>
<p>English Language Arts (2015)</p> <p>Grade(s): 8</p> <p>All Resources: 19</p> <p>Learning Activities: 2</p> <p>Lesson Plans: 17</p> <p>Multimedia: 0</p> <p>Unit Plans: 0</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.8.5]</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context. [L.8.5a]</p> <p>b. Use the relationship between particular words to better understand each of the words. [L.8.5b]</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). [L.8.5c]</p>
<p>English Language Arts (2015)</p> <p>Grade(s): 8</p> <p>All Resources: 22</p> <p>Learning Activities: 0</p> <p>Lesson Plans: 14</p> <p>Multimedia: 8</p> <p>Unit Plans: 0</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.8.6]</p>

Reading Standards for Literature

Key Ideas and Details

<p>English Language Arts (2015) Grade(s): 9 All Resources: 19 Learning Activities: 2 Lesson Plans: 17 Multimedia: 0 Unit Plans: 0</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]</p>
<p>English Language Arts (2015) Grade(s): 9 All Resources: 25 Learning Activities: 5 Lesson Plans: 18 Multimedia: 2 Unit Plans: 0</p>	<p>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. [RL.9-10.2]</p>
<p>English Language Arts (2015) Grade(s): 9 All Resources: 27 Learning Activities: 4 Lesson Plans: 21 Multimedia: 2 Unit Plans: 0</p>	<p>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. [RL.9-10.3]</p>

Craft and Structure

<p>English Language Arts (2015) Grade(s): 9</p> <p>All Resources: 45</p> <p>Learning Activities: 3</p> <p>Lesson Plans: 38</p> <p>Multimedia: 4</p> <p>Unit Plans: 0</p>	<p>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). [RL.9-10.4]</p>
<p>English Language Arts (2015) Grade(s): 9</p> <p>All Resources: 25</p> <p>Learning Activities: 0</p> <p>Lesson Plans: 22</p> <p>Multimedia: 3</p> <p>Unit Plans: 0</p>	<p>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. [RL.9-10.5]</p>
<p>English Language Arts (2015) Grade(s): 9</p> <p>All Resources: 14</p> <p>Learning Activities: 0</p> <p>Lesson Plans: 13</p> <p>Multimedia: 1</p> <p>Unit Plans: 0</p>	<p>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. [RL.9-10.6]</p>

Integration of Knowledge and Ideas

<p>English Language Arts (2015) Grade(s): 9</p> <p>All Resources: 8</p> <p>Learning Activities: 0</p> <p>Lesson Plans: 8</p> <p>Multimedia: 0</p> <p>Unit Plans: 0</p>	<p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>). [RL.9-10.7]</p>
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English Language Arts (2015)	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). [RL.9-10.9]
Grade(s): 9	
All Resources:	8
Learning Activities:	0
Lesson Plans:	8
Multimedia:	0
Unit Plans:	0

Range of Reading and Level of Text Complexity

English Language Arts (2015)	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.9-10.10]
Grade(s): 9	
All Resources:	20
Learning Activities:	2
Lesson Plans:	18
Multimedia:	0
Unit Plans:	0

Reading Standards for Informational Text Key Ideas and Details

English Language Arts (2015)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]
Grade(s): 9	
All Resources:	14
Learning Activities:	1
Lesson Plans:	11
Multimedia:	1
Unit Plans:	1
English Language Arts (2015)	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. [RI.9-10.2]
Grade(s): 9	
All Resources:	17
Learning Activities:	1
Lesson Plans:	15

Multimedia: 0 Unit Plans: 1	
English Language Arts (2015) Grade(s): 9 All Resources: 10 Learning Activities: 0 Lesson Plans: 10 Multimedia: 0 Unit Plans: 0	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. [RI.9-10.3]

Craft and Structure

English Language Arts (2015) Grade(s): 9 All Resources: 16 Learning Activities: 2 Lesson Plans: 10 Multimedia: 3 Unit Plans: 1	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). [RI.9-10.4]
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English Language Arts (2015) Grade(s): 9 All Resources: 11 Learning Activities: 1 Lesson Plans: 9 Multimedia: 0 Unit Plans: 1	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [RI.9-10.5]
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English Language Arts (2015) Grade(s): 9 All Resources: 13 Learning Activities: 0 Lesson Plans: 11	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. [RI.9-10.6]
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Multimedia: 1	
Unit Plans: 1	

Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 9 All Resources: 7 Learning Activities: 0 Lesson Plans: 6 Multimedia: 0 Unit Plans: 1	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. [RI.9-10.7]
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English Language Arts (2015) Grade(s): 9 All Resources: 4 Learning Activities: 1 Lesson Plans: 2 Multimedia: 1 Unit Plans: 0	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]
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English Language Arts (2015) Grade(s): 9 All Resources: 0 Learning Activities: 0 Lesson Plans: 0 Multimedia: 0 Unit Plans: 0	Analyze seminal European documents of historical significance (e.g., Magna Carta; English Bill of Rights; The Social Contract, or Principles of Political Right), including how they address related themes and concepts included in United States' documents of historical and literary significance. [RI.9-10.9] (Alabama)
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Range of Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 9 All Resources: 9 Learning Activities: 2 Lesson Plans: 7 Multimedia: 0 Unit Plans: 0	By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.9-10.10]
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Writing Standards

Text Types and Purposes

<p>English Language Arts (2015)</p> <p>Grade(s): 9</p> <p>All Resources: 21</p> <p>Learning Activities: 0</p> <p>Lesson Plans: 20</p> <p>Multimedia: 0</p> <p>Unit Plans: 1</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.9-10.1]</p> <p>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. [W.9-10.1a]</p> <p>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. [W.9-10.1b]</p> <p>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. [W.9-10.1c]</p> <p>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. [W.9-10.1d]</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. [W.9-10.1e]</p>
<p>English Language Arts (2015)</p> <p>Grade(s): 9</p> <p>All Resources: 29</p> <p>Learning Activities: 2</p> <p>Lesson Plans: 27</p> <p>Multimedia: 0</p> <p>Unit Plans: 0</p>	<p>Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.9-10.2a]</p> <p>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.9-10.2b]</p> <p>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. [W.9-10.2c]</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.2e]</p> <p>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). [W.9-10.2f]</p>
<p>English Language Arts (2015)</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.9-10.3]</p>

Grade(s): 9	<p>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, characters, or both; create a smooth progression of experiences or events. [W.9-10.3a]</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.9-10.3b]</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. [W.9-10.3c]</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.9-10.3d]</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.9-10.3e]</p>
All Resources: 30	
Learning Activities: 1	
Lesson Plans: 28	
Multimedia: 0	
Unit Plans: 1	

Production and Distribution of Writing

English Language Arts (2015)	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 20-22 above.) [W.9-10.4]
Grade(s): 9	
All Resources: 21	
Learning Activities: 2	
Lesson Plans: 19	
Multimedia: 0	
Unit Plans: 0	
English Language Arts (2015)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-9.) [W.9-10.5]
Grade(s): 9	
All Resources: 12	
Learning Activities: 0	
Lesson Plans: 11	
Multimedia: 0	
Unit Plans: 1	
English Language Arts (2015)	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. [W.9-10.6]
Grade(s): 9	
All Resources: 19	
Learning Activities: 5	
Lesson Plans: 14	

Plans:
Multimedia: 0
Unit Plans: 0

Research to Build and Present Knowledge

<p>English Language Arts (2015) Grade(s): 9 All Resources: 31 Learning Activities: 3 Lesson Plans: 22 Multimedia: 5 Unit Plans: 1</p>	<p>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. [W.9-10.7]</p>
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<p>English Language Arts (2015) Grade(s): 9 All Resources: 35 Learning Activities: 5 Lesson Plans: 22 Multimedia: 8 Unit Plans: 0</p>	<p>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. [W.9-10.8]</p>
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<p>English Language Arts (2015) Grade(s): 9 All Resources: 29 Learning Activities: 0 Lesson Plans: 28 Multimedia: 0 Unit Plans: 1</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9]</p> <p>a. Apply <i>Grade 9 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). [W.9-10.9a]</p> <p>b. Apply <i>Grade 9 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). [W.9-10.9b]</p>
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Range of Writing

<p>English Language Arts (2015) Grade(s): 9 All Resources: 5 Learning 1</p>	<p>Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.9-10.10]</p>
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Activities:
Lesson Plans: 4
Multimedia: 0
Unit Plans: 0

Speaking and Listening Standards Comprehension and Collaboration

<p> English Language Arts (2015) Grade(s): 9 All Resources: 26 Learning Activities: 2 Lesson Plans: 24 Multimedia: 0 Unit Plans: 0 </p>	<p> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 9 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1] </p> <p> 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. [SL.9-10.1a] </p> <p> b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. [SL.9-10.1b] </p> <p> 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. [SL.9-10.1c] </p> <p> d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. [SL.9-10.1d] </p>
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<p> English Language Arts (2015) Grade(s): 9 All Resources: 15 Learning Activities: 3 Lesson Plans: 12 Multimedia: 0 Unit Plans: 0 </p>	<p> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. [SL.9-10.2] </p>
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<p> English Language Arts (2015) Grade(s): 9 All Resources: 13 Learning Activities: 1 Lesson Plans: 11 </p>	<p> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. [SL.9-10.3] </p>
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Multimedia: 0
Unit Plans: 1

Presentation of Knowledge and Ideas

English Language Arts (2015)
Grade(s): 9
All Resources: 17
Learning Activities: 2
Lesson Plans: 14
Multimedia: 0
Unit Plans: 1

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. [SL.9-10.4]

English Language Arts (2015)
Grade(s): 9
All Resources: 20
Learning Activities: 5
Lesson Plans: 15
Multimedia: 0
Unit Plans: 0

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.9-10.5]

English Language Arts (2015)
Grade(s): 9
All Resources: 9
Learning Activities: 0
Lesson Plans: 9
Multimedia: 0
Unit Plans: 0

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 9 Language standards 36 and 38 for specific expectations.) [SL.9-10.6]

Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

"The following italicized standards from Grades 3-8 should have continued attention with in rigor.

For standard 36:

Grade	Standard Number	Content
3	37.f	<i>Ensure subject-verb and pronoun-antecedent agreement.* [L.3.1f]</i>
5	38.d	<i>Recognize and correct inappropriate shifts in verb tense.* [L.5.1d]</i>
6	37.d	<i>Recognize and correct inappropriate shifts in pronoun number and person.* [L.6.1c]</i>
6	37.e	<i>Recognize and correct vague pronouns (i.e., ones with unclear antecedents).*[L.6.1d]</i>
6	39.a	<i>Vary sentence patterns for meaning, reader or listener interest, and style.*[L.6.3a]</i>
7	36.d	<i>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [L.7.1c]</i>

For standard 37:

Grade	Standard Number	Content
4	38.g	<i>Correctly use frequently confused words (e.g., to, too, two; their, there, they).* [L.4.1g]</i>
4	40.b	<i>Choose punctuation for effect.* [L.4.3b]</i>
5	39.a	<i>Use punctuation to separate items in a series.* [L.5.2a]</i>
6	38.a	<i>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.* [L.6.2A]"</i>

English Language Arts (2015) Grade(s): 9 All Resources: 4 Learning Activities: 1 Lesson Plans: 3 Multimedia: 0 Unit Plans: 0	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.9-10.1] a. Apply rules of subject-verb agreement when the subject has compound parts joined by <i>or</i> with the second element as singular or plural. (Alabama) b. Apply rules of subject-verb agreement with the subjunctive mood. (Alabama) c. Use parallel structure.* [L.9-10.1a] d. 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. [L.9-10.1b]
English Language Arts (2015)	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]

Grade(s): 9	a. Use commas correctly with non-essential appositives. (Alabama)
All Resources: 3	b. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]
Learning Activities: 1	
Lesson Plans: 2	c. Use a colon to introduce a list or quotation. [L.9-10.2b]
Multimedia: 0	
Unit Plans: 0	d. Spell correctly. [L.9-10.2c]

Knowledge of Language

"The following italicized standards from Grades 3-8 should have continued attention with rigor.

For standard 38:

Grade	Standard Number	Content
3	39.a	<i>Choose words and phrases for effect.* [L.3.3a]</i>
4	38.f	<i>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* [L.4.1f]</i>
4	40.a	<i>Choose words and phrases to convey ideas precisely.*[L.4.3a]</i>
6	39.b	<i>Maintain consistency in style and tone.* [L.6.3b]</i>
7	38.a	<i>Choose language that expresses ideas precisely and concisely, and eliminating wordiness and redundancy.* [L.7.3a]</i>
8	36.e	<i>Recognize and correct inappropriate shifts in verb voice and mood.</i>

English Language Arts (2015)	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. [L.9-10.3]
Grade(s): 9	
All Resources: 5	a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern Language Association's <i>MLA Handbook</i> , Turabian's <i>A Manual for Writers</i>) appropriate for the discipline and writing type. [L.9-10.3a]
Learning Activities: 0	
Lesson Plans: 5	
Multimedia: 0	
Unit Plans: 0	

Vocabulary Acquisition and Use

English Language Arts (2015)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 9 reading and content</i> , choosing flexibly from a range of strategies. [L.9-10.4]
Grade(s): 9	
All Resources: 5	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.9-10.4a]
Learning Activities: 0	
	b. Identify and correctly use patterns of word changes that indicate different meanings or

Lesson Plans: 4 Multimedia: 1 Unit Plans: 0	parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). [L.9-10.4b] c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4c] d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.9-10.4d]
English Language Arts (2015) Grade(s): 9 All Resources: 8 Learning Activities: 1 Lesson Plans: 4 Multimedia: 3 Unit Plans: 0	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5] a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L.9-10.5a] b. Analyze nuances in the meaning of words with similar denotations. [L.9-10.5b]
English Language Arts (2015) Grade(s): 9 All Resources: 4 Learning Activities: 0 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0	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.9-10.6]

Reading Standards for Literature

Key Ideas and Details

<p>English Language Arts (2015)</p> <p>Grade(s): 10</p> <p>All Resources: 27</p> <p>Learning Activities: 1</p> <p>Lesson Plans: 23</p> <p>Multimedia: 2</p> <p>Unit Plans: 1</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]</p>
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<p>English Language Arts (2015)</p> <p>Grade(s): 10</p> <p>All Resources: 33</p> <p>Learning Activities: 0</p> <p>Lesson Plans: 30</p> <p>Multimedia: 3</p> <p>Unit Plans: 0</p>	<p>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. [RL.9-10.2]</p>
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<p>English Language Arts (2015)</p> <p>Grade(s): 10</p> <p>All Resources: 27</p> <p>Learning Activities: 1</p> <p>Lesson Plans: 24</p> <p>Multimedia: 2</p> <p>Unit Plans: 0</p>	<p>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. [RL.9-10.3]</p>
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Craft and Structure

<p>English Language Arts (2015)</p> <p>Grade(s): 10</p> <p>All Resources: 38</p> <p>Learning Activities: 1</p> <p>Lesson Plans: 35</p>	<p>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). [RL.9-10.4]</p>
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Plans: Multimedia: 2 Unit Plans: 0	
English Language Arts (2015) Grade(s): 10 All Resources: 15 Learning Activities: 1 Lesson Plans: 12 Multimedia: 2 Unit Plans: 0	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. [RL.9-10.5]
English Language Arts (2015) Grade(s): 10 All Resources: 19 Learning Activities: 0 Lesson Plans: 18 Multimedia: 1 Unit Plans: 0	Analyze a particular point of view or cultural experience reflected in a work of early American literature to 1900, drawing on a wide reading of American literature. [RL.9-10.6] (Alabama)

Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 10 All Resources: 9 Learning Activities: 0 Lesson Plans: 9 Multimedia: 0 Unit Plans: 0	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>). [RL.9-10.7]
English Language Arts (2015) Grade(s): 10 All Resources: 9 Learning Activities: 0 Lesson Plans: 8 Multimedia: 1	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how early American authors draw upon the Bible for religious themes and issues). [RL.9-10.9] (Alabama)

Unit Plans: 0

Range of Reading and Level of Text Complexity

English Language Arts (2015)
Grade(s): 10
All Resources: 21
Learning Activities: 0
Lesson Plans: 21
Multimedia: 0
Unit Plans: 0

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. [RL.9-10.10]

Reading Standards for Informational Text Key Ideas and Details

English Language Arts (2015)
Grade(s): 10
All Resources: 11
Learning Activities: 1
Lesson Plans: 9
Multimedia: 1
Unit Plans: 0

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

English Language Arts (2015)
Grade(s): 10
All Resources: 11
Learning Activities: 0
Lesson Plans: 11
Multimedia: 0
Unit Plans: 0

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. [RI.9-10.2]

English Language Arts (2015)
Grade(s): 10
All Resources: 6
Learning Activities: 0

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. [RI.9-10.3]

Lesson Plans: 6
Multimedia: 0
Unit Plans: 0

Craft and Structure

English Language Arts (2015)
Grade(s): 10
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). [RI.9-10.4]

All Resources: 6
Learning Activities: 0
Lesson Plans: 5
Multimedia: 1
Unit Plans: 0

English Language Arts (2015)
Grade(s): 10
Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [RI.9-10.5]

All Resources: 2
Learning Activities: 0
Lesson Plans: 2
Multimedia: 0
Unit Plans: 0

English Language Arts (2015)
Grade(s): 10
Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. [RI.9-10.6]

All Resources: 6
Learning Activities: 0
Lesson Plans: 5
Multimedia: 1
Unit Plans: 0

Integration of Knowledge and Ideas

English Language Arts (2015)
Grade(s): 10
Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. [RI.9-10.7]

All Resources: 7
Learning Activities: 0
Lesson Plans: 7
Multimedia: 0

Unit Plans:	0	
English Language Arts (2015) Grade(s): 10 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	7 0 7 0 0	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]
English Language Arts (2015) Grade(s): 10 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	5 0 5 0 0	Analyze seminal United States documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address), including how they address related themes and concepts. [RI.9-10.9]
English Language Arts (2015) Grade(s): 10 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	8 0 8 0 0	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational United States documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. [RI.11-12.9]

Range of Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 10 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	9 0 9 0 0	By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently. [RI.9-10.10]
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Writing Standards

Text Types and Purposes

<p>English Language Arts (2015)</p> <p>Grade(s): 10</p> <p>All Resources: 16</p> <p>Learning Activities: 0</p> <p>Lesson Plans: 16</p> <p>Multimedia: 0</p> <p>Unit Plans: 0</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.9-10.1]</p> <p>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. [W.9-10.1a]</p> <p>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. [W.9-10.1b]</p> <p>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. [W.9-10.1c]</p> <p>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. [W.9-10.1d]</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. [W.9-10.1e]</p>
<p>English Language Arts (2015)</p> <p>Grade(s): 10</p> <p>All Resources: 23</p> <p>Learning Activities: 0</p> <p>Lesson Plans: 21</p> <p>Multimedia: 1</p> <p>Unit Plans: 1</p>	<p>Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.9-10.2a]</p> <p>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.9-10.2b]</p> <p>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. [W.9-10.2c]</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.2e]</p> <p>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). [W.9-10.2f]</p>
<p>English Language Arts (2015)</p> <p>Grade(s): 10</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.9-10.3]</p> <p>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, characters, or</p>

All Resources:	19	both; create a smooth progression of experiences or events. [W.9-10.3a]
Learning Activities:	0	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.9-10.3b]
Lesson Plans:	19	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. [W.9-10.3c]
Multimedia:	0	
Unit Plans:	0	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.9-10.3d]
		e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.9-10.3e]

Production and Distribution of Writing

English Language Arts (2015)		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 21-23 above.) [W.9-10.4]
Grade(s):	10	
All Resources:	25	
Learning Activities:	0	
Lesson Plans:	23	
Multimedia:	0	
Unit Plans:	2	

English Language Arts (2015)		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-10.) [W.9-10.5]
Grade(s):	10	
All Resources:	10	
Learning Activities:	0	
Lesson Plans:	10	
Multimedia:	0	
Unit Plans:	0	

English Language Arts (2015)		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. [W.9-10.6]
Grade(s):	10	
All Resources:	11	
Learning Activities:	0	
Lesson Plans:	10	
Multimedia:	0	

Unit Plans: 1

Research to Build and Present Knowledge

English Language Arts (2015)
Grade(s): 10
All Resources: 16
Learning Activities: 2
Lesson Plans: 7
Multimedia: 6
Unit Plans: 1

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; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.9-10.7]

English Language Arts (2015)
Grade(s): 10
All Resources: 23
Learning Activities: 2
Lesson Plans: 15
Multimedia: 6
Unit Plans: 0

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; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]

English Language Arts (2015)
Grade(s): 10
All Resources: 16
Learning Activities: 1
Lesson Plans: 15
Multimedia: 0
Unit Plans: 0

Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9]

a. Apply *Grade 10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). [W.9-10.9a]

b. Apply *Grade 10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). [W.9-10.9b]

Range of Writing

English Language Arts (2015)
Grade(s): 10
All Resources: 4
Learning Activities: 0
Lesson Plans: 4

Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.9-10.10]

Multimedia: 0
Unit Plans: 0

Speaking and Listening Standards Comprehension and Collaboration

English Language Arts (2015) Grade(s): 10 All Resources: 23 Learning Activities: 2 Lesson Plans: 21 Multimedia: 0 Unit Plans: 0	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1] 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. [SL.9-10.1a] b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. [SL.9-10.1b] 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. [SL.9-10.1c] 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. [SL.9-10.1d]
English Language Arts (2015) Grade(s): 10 All Resources: 13 Learning Activities: 2 Lesson Plans: 11 Multimedia: 0 Unit Plans: 0	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. [SL.9-10.2]
English Language Arts (2015) Grade(s): 10 All Resources: 6 Learning Activities: 1 Lesson Plans: 5 Multimedia: 0 Unit Plans: 0	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. [SL.9-10.3]

Presentation of Knowledge and Ideas

English Language Arts (2015) Grade(s): 10 All Resources: 13 Learning Activities: 0 Lesson Plans: 11 Multimedia: 0 Unit Plans: 2	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. [SL.9-10.4]
English Language Arts (2015) Grade(s): 10 All Resources: 16 Learning Activities: 2 Lesson Plans: 14 Multimedia: 0 Unit Plans: 0	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.9-10.5]
English Language Arts (2015) Grade(s): 10 All Resources: 5 Learning Activities: 0 Lesson Plans: 5 Multimedia: 0 Unit Plans: 0	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 10 Language standards 37 and 39 for specific expectations.) [SL.9-10.6]

Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

“The following italicized standards from Grades 3-8 should have continued attention with in rigor.

For standard 37:

Grade	Standard Number	Content
3	37.f	<i>Ensure subject-verb and pronoun-antecedent agreement.* [L.3.1f]</i>
5	38.d	<i>Recognize and correct inappropriate shifts in verb tense.* [L.5.1d]</i>
6	37.d	<i>Recognize and correct inappropriate shifts in pronoun number and person.* [L.6.1c]</i>
6	37.e	<i>Recognize and correct vague pronouns (i.e., ones with unclear ambiguous antecedents).*[L.6.1d]</i>
6	37.f	<i>Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.* [L.6.1e]</i>
6	39.a	<i>Vary sentence patterns for meaning, reader or listener interest and style.*[L.6.3a]</i>
7	36.d	<i>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [L.7.1c]</i>

For standard 38:

Grade	Standard Number	Content
4	38.g	<i>Correctly use frequently confused words (e.g., to, too, two; their).* [L.4.1g]</i>
4	40.b	<i>Choose punctuation for effect.* [L.4.3b]</i>
5	39.a	<i>Use punctuation to separate items in a series.* [L.5.2a]</i>
6	38.a	<i>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.* [L.6.2A]”</i>

English Language Arts (2015)	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.9-10.1]
Grade(s): 10	a. Use parallel structure.* [L.9-10.1a]
All Resources:	4
Learning Activities:	0
Lesson Plans:	3
Multimedia:	1
Unit Plans:	0
	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. [L.9-10.1b]
	c. Apply rules of subject-verb agreement when the subject is compound in form but singular in meaning and when the subject is plural in form but singular in meaning. (Alabama)

English Language Arts (2015)	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]
Grade(s): 10	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]
All Resources:	1
Learning Activities:	0
Lesson Plans:	1
Multimedia:	0
Unit Plans:	0
	b. Use a colon to introduce a list or quotation. [L.9-10.2b]
	c. Spell correctly. [L.9-10.2c]

Knowledge of Language

"The following italicized standards from Grades 3-8 should have continued attention with ir rigor.

For standard 39:

Grade	Standard Number	Content
4	38.f	<i>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* [L.4.1f]</i>
4	40.a	<i>Choose words and phrases to convey ideas precisely.*[L.4.3a]</i>
6	39.b	<i>Maintain consistency in style and tone.* [L.6.3b]</i>
7	38.a	<i>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* [L.7.3]</i>
8	36.e	<i>Recognize and correct inappropriate shifts in verb voice and mood.*[L.8.1a]"</i>

English Language Arts (2015)	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. [L.9-10.3]
Grade(s): 10	
All Resources:	11
Learning Activities:	0
Lesson Plans:	11
Multimedia:	0
Unit Plans:	0
	a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern Language Association's <i>MLA Handbook for Writers of Research Papers</i> , American Psychological Association's <i>Publication Manual of the American Psychological Association</i>) appropriate for the discipline and writing type. [L.9-10.3a]

Vocabulary Acquisition and Use

“The following italicized standard from Grades 3-8 should have continued attention with increased rigor.

For standard 42:

Grade	Standard Number	Content
3	39.a	<i>Choose words and phrases for effect. * [L.3.3a]</i> ”
English Language Arts (2015) Grade(s): 10 All Resources: 5 Learning Activities: 0 Lesson Plans: 3 Multimedia: 2 Unit Plans: 0	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 10 reading and content</i> , choosing flexibly from a range of strategies. [L.9-10.4]	<p>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.9-10.4a]</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). [L.9-10.4b]</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4c]</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.9-10.4d]</p>
English Language Arts (2015) Grade(s): 10 All Resources: 4 Learning Activities: 0 Lesson Plans: 2 Multimedia: 2 Unit Plans: 0	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5]	<p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L.9-10.5a]</p> <p>b. Analyze nuances in the meaning of words with similar denotations. [L.9-10.5b]</p>
English Language Arts (2015) Grade(s): 10 All Resources: 3 Learning Activities: 0 Lesson Plans: 3 Multimedia: 0 Unit Plans: 0	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.9-10.6]	

Reading Standards for Literature Key Ideas and Details

English Language Arts (2015) Grade(s): 11 All Resources: 26 Learning Activities: 1 Lesson Plans: 23 Multimedia: 1 Unit Plans: 1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RL.11-12.1]
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English Language Arts (2015) Grade(s): 11 All Resources: 26 Learning Activities: 0 Lesson Plans: 23 Multimedia: 2 Unit Plans: 1	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. [RL.11-12.2]
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English Language Arts (2015) Grade(s): 11 All Resources: 32 Learning Activities: 3 Lesson Plans: 27 Multimedia: 2 Unit Plans: 0	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). [RL.11-12.3]
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Craft and Structure

English Language Arts (2015) Grade(s): 11 All Resources: 40 Learning Activities: 2 Lesson Plans: 36	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RL.11-12.4]
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Plans:	
Multimedia: 2	
Unit Plans: 0	

English Language Arts (2015) Grade(s): 11 All Resources: 22 Learning Activities: 1 Lesson Plans: 21 Multimedia: 0 Unit Plans: 0	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. [RL.11-12.5]
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English Language Arts (2015) Grade(s): 11 All Resources: 18 Learning Activities: 2 Lesson Plans: 15 Multimedia: 1 Unit Plans: 0	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). [RL.11-12.6]
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Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 11 All Resources: 21 Learning Activities: 0 Lesson Plans: 21 Multimedia: 0 Unit Plans: 0	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) [RL.11-12.7]
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English Language Arts (2015) Grade(s): 11 All Resources: 23 Learning Activities: 1 Lesson Plans: 21	Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9] (Alabama)
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Plans:	
Multimedia: 1	
Unit Plans: 0	

Range of Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 11 All Resources: 25 Learning Activities: 1 Lesson Plans: 22 Multimedia: 2 Unit Plans: 0	By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.11-12.10]
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Reading Standards for Informational Text Key Ideas and Details

English Language Arts (2015) Grade(s): 11 All Resources: 11 Learning Activities: 0 Lesson Plans: 10 Multimedia: 1 Unit Plans: 0	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RI.11-12.1]
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English Language Arts (2015) Grade(s): 11 All Resources: 11 Learning Activities: 1 Lesson Plans: 10 Multimedia: 0 Unit Plans: 0	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. [RI.11-12.2]
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English Language Arts (2015) Grade(s): 11 All Resources: 10	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. [RI.11-12.3]
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Learning Activities:	2
Lesson Plans:	8
Multimedia:	0
Unit Plans:	0

Craft and Structure

English Language Arts (2015) Grade(s): 11 All Resources:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in The Federalist No. 10). [RI.11-12.4]
Learning Activities:	5
Lesson Plans:	0
Multimedia:	4
Unit Plans:	0
	1

English Language Arts (2015) Grade(s): 11 All Resources:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. [RI.11-12.5]
Learning Activities:	6
Lesson Plans:	1
Multimedia:	4
Unit Plans:	1
	0

English Language Arts (2015) Grade(s): 11 All Resources:	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. [RI.11-12.6]
Learning Activities:	14
Lesson Plans:	1
Multimedia:	11
Unit Plans:	2
	0

Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 11 All Resources:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. [RI.11-12.7]
	7

Learning Activities: 1 Lesson Plans: 5 Multimedia: 0 Unit Plans: 1	
English Language Arts (2015) Grade(s): 11 All Resources: 3 Learning Activities: 0 Lesson Plans: 3 Multimedia: 0 Unit Plans: 0	Analyze seminal United States documents of historical and literary significance (e.g., Roosevelt's "Four Freedoms" speech, King's "Letter from a Birmingham Jail"), including how they address related themes and concepts. [RI.9-10.9] (Alabama)

Range of Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 11 All Resources: 7 Learning Activities: 0 Lesson Plans: 7 Multimedia: 0 Unit Plans: 0	By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.11-12.10]
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Writing Standards

Text Types and Purposes

English Language Arts (2015) Grade(s): 11 All Resources: 19 Learning Activities: 0 Lesson Plans: 17 Multimedia: 1 Unit Plans: 1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1] <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. [W.11-12.1a]</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. [W.11-12.1b]</p> <p>c. Use words, phrases, and clauses as well as varied syntax 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. [W.11-12.1c]</p> <p>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. [W.11-12.1d]</p>
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	e. Provide a concluding statement or section that follows from and supports the argument presented. [W.11-12.1e]
<p>English Language Arts (2015)</p> <p>Grade(s): 11</p> <p>All Resources: 20</p> <p>Learning Activities: 0</p> <p>Lesson Plans: 17</p> <p>Multimedia: 1</p> <p>Unit Plans: 2</p>	<p>Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.11-12.2]</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.11-12.2a]</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.11-12.2b]</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.11-12.2c]</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. [W.11-12.2d]</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.2e]</p> <p>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). [W.11-12.2f]</p>
<p>English Language Arts (2015)</p> <p>Grade(s): 11</p> <p>All Resources: 11</p> <p>Learning Activities: 0</p> <p>Lesson Plans: 10</p> <p>Multimedia: 1</p> <p>Unit Plans: 0</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.11-12.3]</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. [W.11-12.3a]</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.11-12.3b]</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). [W.11-12.3c]</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.11-12.3d]</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.11-12.3e]</p>

Production and Distribution of Writing

English Language Arts (2015) Grade(s): 11 All Resources: 28 Learning Activities: 2 Lesson Plans: 23 Multimedia: 1 Unit Plans: 2	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 19-21 above.) [W.11-12.4]
English Language Arts (2015) Grade(s): 11 All Resources: 15 Learning Activities: 0 Lesson Plans: 15 Multimedia: 0 Unit Plans: 0	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-11.) [W.11-12.5]
English Language Arts (2015) Grade(s): 11 All Resources: 13 Learning Activities: 3 Lesson Plans: 9 Multimedia: 1 Unit Plans: 0	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. [W.11-12.6]

Research to Build and Present Knowledge

English Language Arts (2015) Grade(s): 11 All Resources: 25 Learning Activities: 2 Lesson Plans: 13 Multimedia: 9 Unit Plans: 1	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. [W.11-12.7]
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English Language Arts (2015) Grade(s): 11 All Resources: 23 Learning Activities: 1 Lesson Plans: 17 Multimedia: 5 Unit Plans: 0	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. [W.11-12.8]
English Language Arts (2015) Grade(s): 11 All Resources: 25 Learning Activities: 1 Lesson Plans: 24 Multimedia: 0 Unit Plans: 0	Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.11-12.9] a. Apply <i>Grade 11 Reading standards</i> to literature (e.g., "Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). [W.11-12.9a] (Alabama) b. Apply <i>Grade 11 Reading standards</i> to literary nonfiction (e.g., Analyze seminal United States documents of historical and literary significance [e.g., Roosevelt's "Four Freedoms" speech, King's "Letter from a Birmingham Jail"]), including how they address related themes and concepts. [W.11-12.9b] (Alabama)

Range of Writing

English Language Arts (2015) Grade(s): 11 All Resources: 4 Learning Activities: 0 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.11-12.10]
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Speaking and Listening Standards Comprehension and Collaboration

English Language Arts (2015) Grade(s): 11 All Resources: 25 Learning Activities: 2 Lesson Plans: 23	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 11 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. [SL.11-12.1] 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. [SL.11-12.1a] b. Work with peers to promote civil, democratic discussions and decision-making, set
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Multimedia: 0 Unit Plans: 0	clear goals and deadlines, and establish individual roles as needed. [SL.11-12.1b] c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. [SL.11-12.1c] d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. [SL.11-12.1d]
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English Language Arts (2015) Grade(s): 11 All Resources: 12 Learning Activities: 1 Lesson Plans: 11 Multimedia: 0 Unit Plans: 0	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. [SL.11-12.2]
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English Language Arts (2015) Grade(s): 11 All Resources: 18 Learning Activities: 2 Lesson Plans: 14 Multimedia: 2 Unit Plans: 0	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. [SL.11-12.3]
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Presentation of Knowledge and Ideas

English Language Arts (2015) Grade(s): 11 All Resources: 15 Learning Activities: 0 Lesson Plans: 14 Multimedia: 0 Unit Plans: 1	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. [SL.11-12.4]
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English	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive
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Language Arts (2015) Grade(s): 11 All Resources: 16 Learning Activities: 1 Lesson Plans: 15 Multimedia: 0 Unit Plans: 0	elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.11-12.5]
English Language Arts (2015) Grade(s): 11 All Resources: 4 Learning Activities: 0 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grade 11 Language standards 35 and 37 for specific expectations.) [SL.11-12.6]

Language Standards

Conventions of Standard English

“The following italicized standards from Grades 3-9 should have continued attention with ir rigor.

For standard 35:

Grade	Standard Number	Content
3	37.f	<i>Ensure subject-verb and pronoun-antecedent agreement. *[L.3</i>
4	38.g	<i>Correctly use frequently confused words (e.g., to, too, two; the their).*[L.4.1g]</i>
5	38.d	<i>Recognize and correct inappropriate shifts in verb tense. *[L.5..</i>
6	37.d	<i>Recognize and correct inappropriate shifts in pronoun number and person. *[L.6.1c]</i>
6	37.e	<i>Recognize and correct vague pronouns (i.e., ones with unclear ambiguous antecedents).*[L.6.1d]</i>
6	37.f	<i>Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies t improve expression in conventional language.* [L.6.1e]</i>
6	39.a	<i>Vary sentence patterns for meaning, reader or listener interest and style. *[L.6.3a]</i>
7	36.d	<i>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. *[L.7.1c]</i>
8	36.e	<i>Recognize and correct inappropriate shifts in verb voice and mood. *[L.8.1d]</i>
9	36.c	<i>Use parallel structure. *[L.9-10.1a]”</i>

For standard 36:

Grade	Standard Number	Content
4	40.b	<i>Choose punctuation for effect. *[L.4.3b]</i>
5	39.a	<i>Use punctuation to separate items in a series. *[L.5.2a]</i>
6	38.a	<i>Use punctuation (commas, parentheses, dashes) to set off non or parenthetical elements. *[L.6.2a]</i>

English Language Arts (2015)	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.11-12.1]
Grade(s): 11	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. [L.11-12.1a]
All Resources: 3	
Learning Activities: 1	b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i> , <i>Garner’s Modern American Usage</i>) as needed. [L.11-12.1b]
Lesson Plans: 1	
Multimedia: 1	
Unit Plans: 0	

English Language Arts (2015)	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]
Grade(s): 11	a. Observe hyphenation conventions. [L.11-12.2a]
All Resources:	1 b. Spell correctly. [L.11-12.2b]
Learning Activities:	1
Lesson Plans:	0
Multimedia:	0
Unit Plans:	0

Knowledge of Language

“The following italicized standard from Grades 3-9 should have continued attention with increased rigor.

For standard 37:

Grade	Standard Number	Content
6	39.b	<i>Maintain consistency in style and tone.* [L.6.3b]”</i>

English Language Arts (2015)	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. [L.11-12.3]
Grade(s): 11	a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences: Syntax as Style</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. [L.11-12.3a]
All Resources:	6
Learning Activities:	1
Lesson Plans:	5
Multimedia:	0
Unit Plans:	0

Vocabulary Acquisition and Use

The following italicized standard from Grades 3-9 should have continued attention with increased rigor.

For standard 40:

Grade	Standard Number	Content
3	39.a	<i>Choose words and phrases for effect.* [L.3.3a]</i>

English Language Arts (2015)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 11 reading and content</i> , choosing flexibly from a range of strategies. [L.11-12.4]
Grade(s): 11	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's
All Resources:	2

Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	position or function in a sentence) as a clue to the meaning of a word or phrase. [L.11-12.4a] 0 b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). [L.11-12.4b] 2 0 c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. [L.11-12.4c] d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.11-12.4d]
English Language Arts (2015) Grade(s): 11 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5] a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. [L.11-12.5a] 6 b. Analyze nuances in the meaning of words with similar denotations. [L.11-12.5b] 0 5 1 0
English Language Arts (2015) Grade(s): 11 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	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.11-12.6] 5 1 3 1 0

Reading Standards for Literature

Key Ideas and Details

English Language Arts (2015) Grade(s): 12 All Resources: 16 Learning Activities: 1 Lesson Plans: 14 Multimedia: 1 Unit Plans: 0	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RL.11-12.1]
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English Language Arts (2015) Grade(s): 12 All Resources: 17 Learning Activities: 2 Lesson Plans: 15 Multimedia: 0 Unit Plans: 0	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. [RL.11-12.2]
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English Language Arts (2015) Grade(s): 12 All Resources: 18 Learning Activities: 1 Lesson Plans: 17 Multimedia: 0 Unit Plans: 0	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). [RL.11-12.3]
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Craft and Structure

English Language Arts (2015) Grade(s): 12 All Resources: 32 Learning Activities: 0 Lesson 31	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RL.11-12.4]
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Plans: Multimedia: 1 Unit Plans: 0	
English Language Arts (2015) Grade(s): 12 All Resources: 15 Learning Activities: 0 Lesson Plans: 15 Multimedia: 0 Unit Plans: 0	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. [RL.11-12.5]
English Language Arts (2015) Grade(s): 12 All Resources: 9 Learning Activities: 1 Lesson Plans: 8 Multimedia: 0 Unit Plans: 0	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). [RL.11-12.6]

Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 12 All Resources: 11 Learning Activities: 1 Lesson Plans: 10 Multimedia: 0 Unit Plans: 0	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare.) [RL.11-12.7] (Alabama)
English Language Arts (2015) Grade(s): 12 All Resources: 12 Learning Activities: 1 Lesson Plans: 9	Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9] (Alabama)

Multimedia: 2
Unit Plans: 0

Range of Reading and Level of Text Complexity

English Language Arts (2015)
Grade(s): 12
All Resources: 22
Learning Activities: 1
Lesson Plans: 19
Multimedia: 2
Unit Plans: 0

By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently. [RL.11-12.10]

Reading Standards for Informational Text Key Ideas and Details

English Language Arts (2015)
Grade(s): 12
All Resources: 8
Learning Activities: 0
Lesson Plans: 7
Multimedia: 1
Unit Plans: 0

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RI.11-12.1]

English Language Arts (2015)
Grade(s): 12
All Resources: 9
Learning Activities: 0
Lesson Plans: 9
Multimedia: 0
Unit Plans: 0

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. [RI.11-12.2]

English Language Arts (2015)
Grade(s): 12
All Resources: 7
Learning Activities: 2
Lesson Plans: 5

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. [RI.11-12.3]

Multimedia: 0
Unit Plans: 0

Craft and Structure

English Language Arts (2015)
Grade(s): 12
All Resources: 3
Learning Activities: 0
Lesson Plans: 3
Multimedia: 0
Unit Plans: 0

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *The Federalist* No. 10). [RI.11-12.4]

English Language Arts (2015)
Grade(s): 12
All Resources: 2
Learning Activities: 0
Lesson Plans: 2
Multimedia: 0
Unit Plans: 0

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. [RI.11-12.5]

English Language Arts (2015)
Grade(s): 12
All Resources: 2
Learning Activities: 0
Lesson Plans: 2
Multimedia: 0
Unit Plans: 0

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. [RI.11-12.6]

Integration of Knowledge and Ideas

English Language Arts (2015)
Grade(s): 12
All Resources: 6
Learning Activities: 0
Lesson Plans: 5
Multimedia: 1
Unit Plans: 0

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. [RI.11-12.7]

English Language Arts (2015) Grade(s): 12 All Resources: 1 Learning Activities: 0 Lesson Plans: 1 Multimedia: 0 Unit Plans: 0	Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning (e.g., in United States Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). [RI.11-12.8]
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Range of Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 12 All Resources: 5 Learning Activities: 0 Lesson Plans: 5 Multimedia: 0 Unit Plans: 0	By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently. [RI.11-12.10]
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Writing Standards Text Types and Purposes

English Language Arts (2015) Grade(s): 12 All Resources: 10 Learning Activities: 0 Lesson Plans: 10 Multimedia: 0 Unit Plans: 0	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. [W.11-12.1a]</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. [W.11-12.1b]</p> <p>c. Use words, phrases, and clauses as well as varied syntax 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. [W.11-12.1c]</p> <p>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. [W.11-12.1d]</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. [W.11-12.1e]</p>
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English Language Arts	Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and
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<p>(2015) Grade(s): 12 All Resources: 9 Learning Activities: 0 Lesson Plans: 9 Multimedia: 0 Unit Plans: 0</p>	<p>analysis of content. [W.11-12.2]</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.11-12.2a]</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.11-12.2b]</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.11-12.2c]</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. [W.11-12.2d]</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.2e]</p> <p>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). [W.11-12.2f]</p>
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<p>English Language Arts (2015) Grade(s): 12 All Resources: 10 Learning Activities: 1 Lesson Plans: 9 Multimedia: 0 Unit Plans: 0</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.11-12.3]</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events. [W.11-12.3a]</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.11-12.3b]</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). [W.11-12.3c]</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.11-12.3d]</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.11-12.3e]</p>
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Production and Distribution of Writing

<p>English Language Arts (2015) Grade(s): 12 All 20</p>	<p>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 19-21 above.) [W.11-12.4]</p>
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Resources: Learning Activities: 3 Lesson Plans: 17 Multimedia: 0 Unit Plans: 0	
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English Language Arts (2015) Grade(s): 12 All Resources: 13 Learning Activities: 3 Lesson Plans: 10 Multimedia: 0 Unit Plans: 0	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-12.) [W.11-12.5]
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English Language Arts (2015) Grade(s): 12 All Resources: 12 Learning Activities: 4 Lesson Plans: 8 Multimedia: 0 Unit Plans: 0	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. [W.11-12.6]
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Research to Build and Present Knowledge

English Language Arts (2015) Grade(s): 12 All Resources: 18 Learning Activities: 1 Lesson Plans: 11 Multimedia: 6 Unit Plans: 0	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. [W.11-12.7]
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English Language Arts (2015) Grade(s): 12 All 22	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. [W.11-12.8]
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Resources: Learning Activities: 1 Lesson Plans: 16 Multimedia: 5 Unit Plans: 0	
English Language Arts (2015) Grade(s): 12 All Resources: 16 Learning Activities: 2 Lesson Plans: 13 Multimedia: 1 Unit Plans: 0	Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.11-12.9] a. Apply <i>Grade 12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics"). [W.11-12.9a] (Alabama) b. Apply <i>Grade 12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning [e.g., in United States Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]"). [W.11-12.9b]

Range of Writing

English Language Arts (2015) Grade(s): 12 All Resources: 5 Learning Activities: 1 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.11-12.10]
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Speaking and Listening Standards Comprehension and Collaboration

English Language Arts (2015) Grade(s): 12 All Resources: 18 Learning Activities: 2 Lesson Plans: 16 Multimedia: 0 Unit Plans: 0	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. [SL.11-12.1] 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. [SL.11-12.1a] b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. [SL.11-12.1b] c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify,
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	<p>or challenge ideas and conclusions; and promote divergent and creative perspectives. [SL.11-12.1c]</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. [SL.11-12.1d]</p>
<p>English Language Arts (2015) Grade(s): 12 All Resources: 13 Learning Activities: 4 Lesson Plans: 9 Multimedia: 0 Unit Plans: 0</p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. [SL.11-12.2]</p>
<p>English Language Arts (2015) Grade(s): 12 All Resources: 12 Learning Activities: 1 Lesson Plans: 11 Multimedia: 0 Unit Plans: 0</p>	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. [SL.11-12.3]</p>
Presentation of Knowledge and Ideas	
<p>English Language Arts (2015) Grade(s): 12 All Resources: 5 Learning Activities: 1 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0</p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. [SL.11-12.4]</p>
<p>English Language Arts (2015) Grade(s): 12 All 18</p>	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.11-12.5]</p>

Resources: Learning Activities: 5 Lesson Plans: 13 Multimedia: 0 Unit Plans: 0	
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English Language Arts (2015) Grade(s): 12 All Resources: 2 Learning Activities: 0 Lesson Plans: 2 Multimedia: 0 Unit Plans: 0	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grade 12 Language standards 35 and 37 for specific expectations.) [SL.11-12.6]
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**Language Standards
Conventions of Standard English**

"The following italicized standards from Grades 3-9 should have continued attention with ir rigor.

For standard 35:

Grade	Standard Number	Content
3	37.f	<i>Ensure subject-verb and pronoun-antecedent agreement.*[L.3</i>
4	38.g	<i>Correctly use frequently confused words (e.g., to, too, two; the their).*[L.4.1g]</i>
5	38.d	<i>Recognize and correct inappropriate shifts in verb tense.*[L.5..</i>
6	37.d	<i>Recognize and correct inappropriate shifts in pronoun number person.*[L.6.1c]</i>
6	37.e	<i>Recognize and correct vague pronouns (i.e., ones with unclear ambiguous antecedents).*[L.6.1d]</i>
6	37.f	<i>Recognize variations from standard English in their own and o writing and speaking, and identify and use strategies to imprc expression in conventional language.* [L.6.1.e]</i>
6	39.a	<i>Vary sentence patterns for meaning, reader or listener interest style.*[L.6.3a]</i>
7	36.d	<i>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*[L.7.1c]</i>
8	36.e	<i>Recognize and correct inappropriate shifts in verb voice and mood.*[L.8.1d]</i>
9	36.c	<i>Use parallel structure.*[L.9-10.1a]</i>

For standard 36:

Grade	Standard Number	Content
4	40.b	<i>Choose punctuation for effect.*[L.4.3b]</i>
5	39.a	<i>Use punctuation to separate items in a series.*[L.5.2a]</i>
6	38.a	<i>Use punctuation (commas, parentheses, dashes) to set off non or parenthetical elements.*[L.6.2a]"</i>

English Language Arts (2015)	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.11-12.1]
Grade(s): 12	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. [L.11-12.1a]
All Resources: 4	
Learning Activities: 0	b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed. [L.11-12.1b]
Lesson Plans: 4	
Multimedia: 0	

Unit Plans:	0	
English Language Arts (2015)		Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]
Grade(s):	12	a. Observe hyphenation conventions. [L.11-12.2a]
All Resources:	1	b. Spell correctly. [L.11-12.2b]
Learning Activities:	0	
Lesson Plans:	1	
Multimedia:	0	
Unit Plans:	0	

Knowledge of Language

“The following italicized standard from Grades 3-9 should have continued attention with increased rigor.

For standard 37:

Grade	Standard Number	Content
6	39.b	<i>Maintain consistency in style and tone.* [L.6.3b]”</i>

English Language Arts (2015)		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. [L.11-12.3]
Grade(s):	12	
All Resources:	6	a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences: Syntax as Style</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. [L.11-12.3a]
Learning Activities:	0	
Lesson Plans:	6	
Multimedia:	0	
Unit Plans:	0	

Vocabulary Acquisition and Use

“The following italicized standard from Grades 3-9 should have continued attention with increased rigor.

For standard 40:

Grade	Standard Number	Content
3	39.a	<i>Choose words and phrases for effect.* [L.3.3a]”</i>

English Language Arts		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 12 reading and content</i> , choosing flexibly from a range of strategies.
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<p>(2015) Grade(s): 12 All Resources: 2 Learning Activities: 1 Lesson Plans: 0 Multimedia: 1 Unit Plans: 0</p>	<p>[L.11-12.4]</p> <p>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.11-12.4a]</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). [L.11-12.4b]</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. [L.11-12.4c]</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.11-12.4d]</p>
<p>English Language Arts (2015) Grade(s): 12 All Resources: 6 Learning Activities: 0 Lesson Plans: 5 Multimedia: 1 Unit Plans: 0</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. [L.11-12.5a]</p> <p>b. Analyze nuances in the meaning of words with similar denotations. [L.11-12.5b]</p>
<p>English Language Arts (2015) Grade(s): 12 All Resources: 10 Learning Activities: 0 Lesson Plans: 9 Multimedia: 1 Unit Plans: 0</p>	<p>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.11-12.6]</p>

Attachment 2

Explanation of TPS's Curriculum

Teens Path to Success will utilize a research based, online curriculum that correlates with the Alabama State Standards, Common Core guidelines, and College and Career Readiness Standards.

Student curriculum will be delivered through direct instruction and supplemental materials. Along with supplemental materials and pacing guides, teachers will use a variety of teaching strategies to insure differentiation to meet students on their individual academic level. These strategies include, but are not limited to, one-on-one instruction, close reading activities, engaging prior knowledge, making connections, current event activities, document-based questions, formative assessments, note taking skills using graphic organizers, and project based learning with an emphasis on writing.

The Education Service Provider's Management Team will meet on a biannual basis to evaluate the current curriculum and give recommendations to the Governing Board of TPS. During the meeting, the Education Service Provider's Management Team will review the learning needs of students and amend the curriculum, where applicable, to efficiently coordinate with revisions made to Alabama State Standards, Common Core guidelines, and College and Career Readiness Standards.

Attachment 3

Complete Set of the School's Proposed Learning Standards for Each Grade the School Will Serve

English Language Arts Grade 7

Reading Standards for Literature Key Ideas and Details

English Language Arts (2015) Grade(s): 7 All Resources: 38 Learning Activities: 4 Lesson Plans: 34 Multimedia: 0 Unit Plans: 0	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.7.1]
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English Language Arts (2015) Grade(s): 7 All Resources: 47 Learning Activities: 3 Lesson Plans: 38 Multimedia: 6 Unit Plans: 0	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. [RL.7.2]
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English Language Arts (2015) Grade(s): 7 All Resources: 39 Learning Activities: 3 Lesson Plans: 27 Multimedia: 9 Unit Plans: 0	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). [RL.7.3]
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Craft and Structure

<p>English Language Arts (2015) Grade(s): 7 All Resources: 33 Learning Activities: 2 Lesson Plans: 28 Multimedia: 3 Unit Plans: 0</p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. [RL.7.4]</p>
<p>English Language Arts (2015) Grade(s): 7 All Resources: 21 Learning Activities: 3 Lesson Plans: 15 Multimedia: 3 Unit Plans: 0</p>	<p>Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. [RL.7.5]</p>
<p>English Language Arts (2015) Grade(s): 7 All Resources: 19 Learning Activities: 1 Lesson Plans: 11 Multimedia: 7 Unit Plans: 0</p>	<p>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. [RL.7.6]</p>

Integration of Knowledge and Ideas

<p>English Language Arts (2015) Grade(s): 7 All Resources: 14 Learning Activities: 0 Lesson Plans: 11 Multimedia: 3 Unit Plans: 0</p>	<p>Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). [RL.7.7]</p>
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English Language Arts (2015)	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. [RL.7.9]
Grade(s): 7	
All Resources:	10
Learning Activities:	1
Lesson Plans:	7
Multimedia:	2
Unit Plans:	0

Range of Reading and Level of Text Complexity

English Language Arts (2015)	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.7.10]
Grade(s): 7	
All Resources:	34
Learning Activities:	2
Lesson Plans:	31
Multimedia:	1
Unit Plans:	0

Reading Standards for Informational Text Key Ideas and Details

English Language Arts (2015)	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.7.1]
Grade(s): 7	
All Resources:	25
Learning Activities:	0
Lesson Plans:	25
Multimedia:	0
Unit Plans:	0
English Language Arts (2015)	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. [RI.7.2]
Grade(s): 7	
All Resources:	14
Learning Activities:	0
Lesson Plans:	14

Plans: Multimedia: 0 Unit Plans: 0	
English Language Arts (2015) Grade(s): 7 All Resources: 20 Learning Activities: 0 Lesson Plans: 19 Multimedia: 1 Unit Plans: 0	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). [RI.7.3]

Craft and Structure

English Language Arts (2015) Grade(s): 7 All Resources: 11 Learning Activities: 0 Lesson Plans: 11 Multimedia: 0 Unit Plans: 0	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. [RI.7.4]
English Language Arts (2015) Grade(s): 7 All Resources: 10 Learning Activities: 0 Lesson Plans: 9 Multimedia: 1 Unit Plans: 0	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. [RI.7.5]
English Language Arts (2015) Grade(s): 7 All Resources: 14 Learning Activities: 0 Lesson Plans: 11	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. [RI.7.6]

Plans:	
Multimedia: 3	
Unit Plans: 0	

Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 7 All Resources: 13 Learning Activities: 1 Lesson Plans: 12 Multimedia: 0 Unit Plans: 0	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). [RI.7.7]
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English Language Arts (2015) Grade(s): 7 All Resources: 7 Learning Activities: 0 Lesson Plans: 7 Multimedia: 0 Unit Plans: 0	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. [RI.7.8]
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English Language Arts (2015) Grade(s): 7 All Resources: 7 Learning Activities: 0 Lesson Plans: 7 Multimedia: 0 Unit Plans: 0	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. [RI.7.9]
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Range of Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 7 All Resources: 18 Learning 0	By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.7.10]
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Activities:
Lesson Plans: 18
Multimedia: 0
Unit Plans: 0

Writing Standards

Text Types and Purposes

English Language Arts (2015) Grade(s): 7 All Resources: 21 Learning Activities: 3 Lesson Plans: 18 Multimedia: 0 Unit Plans: 0	<p>Write arguments to support claims with clear reasons and relevant evidence. [W.7.1]</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. [W.7.1a]</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [W.7.1b]</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. [W.7.1c]</p> <p>d. Establish and maintain a formal style. [W.7.1d]</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. [W.7.1e]</p>
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English Language Arts (2015) Grade(s): 7 All Resources: 26 Learning Activities: 3 Lesson Plans: 23 Multimedia: 0 Unit Plans: 0	<p>Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.7.2]</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.7.2a]</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. [W.7.2b]</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. [W.7.2c]</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.7.2d]</p> <p>e. Establish and maintain a formal style. [W.7.2e]</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. [W.7.2f]</p>
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English Language Arts (2015) Grade(s): 7	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.7.3]</p> <p>a. Engage and orient the reader by establishing a context and point of view and</p>
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All Resources:	30	introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.7.3a]
Learning Activities:	1	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. [W.7.3b]
Lesson Plans:	28	
Multimedia:	1	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. [W.7.3c]
Unit Plans:	0	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [W.7.3d]
		e. Provide a conclusion that follows from and reflects on the narrated experiences or events. [W.7.3e]

Production and Distribution of Writing

English Language Arts (2015)		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 20-22 above.) [W.7.4]
Grade(s):	7	
All Resources:	54	
Learning Activities:	1	
Lesson Plans:	53	
Multimedia:	0	
Unit Plans:	0	
English Language Arts (2015)		With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-7.) [W.7.5]
Grade(s):	7	
All Resources:	32	
Learning Activities:	1	
Lesson Plans:	31	
Multimedia:	0	
Unit Plans:	0	
English Language Arts (2015)		Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. [W.7.6]
Grade(s):	7	
All Resources:	46	
Learning Activities:	1	
Lesson Plans:	42	

Multimedia: 3
Unit Plans: 0

Research to Build and Present Knowledge

English Language Arts (2015)
Grade(s): 7
All Resources: 48
Learning Activities: 0
Lesson Plans: 40
Multimedia: 8
Unit Plans: 0

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. [W.7.7]

English Language Arts (2015)
Grade(s): 7
All Resources: 36
Learning Activities: 1
Lesson Plans: 31
Multimedia: 3
Unit Plans: 1

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. [W.7.8]

English Language Arts (2015)
Grade(s): 7
All Resources: 20
Learning Activities: 0
Lesson Plans: 20
Multimedia: 0
Unit Plans: 0

Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.7.9]

a. Apply *Grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). [W.7.9a]

b. Apply *Grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). [W.7.9b]

Range of Writing

English Language Arts (2015)
Grade(s): 7
All Resources: 29
Learning Activities: 0

Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.7.10]

Lesson Plans:	29
Multimedia:	0
Unit Plans:	0

Speaking and Listening Standards Comprehension and Collaboration

<p>English Language Arts (2015) Grade(s): 7 All Resources: 38 Learning Activities: 2 Lesson Plans: 36 Multimedia: 0 Unit Plans: 0</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. [SL.7.1]</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.7.1a]</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.7.1b]</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. [SL.7.1c]</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views. [SL.7.1d]</p>
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<p>English Language Arts (2015) Grade(s): 7 All Resources: 30 Learning Activities: 1 Lesson Plans: 15 Multimedia: 14 Unit Plans: 0</p>	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. [SL.7.2]</p>
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<p>English Language Arts (2015) Grade(s): 7 All Resources: 6 Learning Activities: 1 Lesson Plans: 5 Multimedia: 0 Unit Plans: 0</p>	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. [SL.7.3]</p>
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Presentation of Knowledge and Ideas

English Language Arts (2015) Grade(s): 7 All Resources: 17 Learning Activities: 0 Lesson Plans: 17 Multimedia: 0 Unit Plans: 0	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. [SL.7.4]
English Language Arts (2015) Grade(s): 7 All Resources: 29 Learning Activities: 3 Lesson Plans: 25 Multimedia: 1 Unit Plans: 0	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. [SL.7.5]
English Language Arts (2015) Grade(s): 7 All Resources: 7 Learning Activities: 1 Lesson Plans: 6 Multimedia: 0 Unit Plans: 0	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 Language standards 36 and 38 for specific expectations.) [SL.7.6]

Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

English Language Arts (2015) Grade(s): 7 All Resources: 23	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.7.1] a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. (Alabama)
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Learning Activities: 4 Lesson Plans: 17 Multimedia: 2 Unit Plans: 0	b. Explain the function of phrases and clauses in general and their function in specific sentences. [L.7.1a] c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. [L.7.1b] d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [L.7.1c]
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English Language Arts (2015) Grade(s): 7 All Resources: 20 Learning Activities: 2 Lesson Plans: 17 Multimedia: 1 Unit Plans: 0	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.7.2] a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). [L.7.2a] b. Spell correctly. [L.7.2b]
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Knowledge of Language

English Language Arts (2015) Grade(s): 7 All Resources: 26 Learning Activities: 2 Lesson Plans: 24 Multimedia: 0 Unit Plans: 0	Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.7.3] a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* [L.7.3a]
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Vocabulary Acquisition and Use

English Language Arts (2015) Grade(s): 7 All Resources: 16 Learning Activities: 1 Lesson Plans: 13 Multimedia: 2 Unit Plans: 0	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 7 reading and content</i> , choosing flexibly from a range of strategies. [L.7.4] a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.7.4a] b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>). [L.7.4b] c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.7.4c]
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	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.7.4d]
English Language Arts (2015) Grade(s): 7 All Resources: 19 Learning Activities: 1 Lesson Plans: 17 Multimedia: 1 Unit Plans: 0	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.7.5] a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. [L.7.5a] b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. [L.7.5b] c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>). [L.7.5c]
English Language Arts (2015) Grade(s): 7 All Resources: 27 Learning Activities: 1 Lesson Plans: 14 Multimedia: 12 Unit Plans: 0	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.7.6]

English Language Arts Grade 8

Reading Standards for Literature Key Ideas and Details

<p>English Language Arts (2015) Grade(s): 8 All Resources: 33 Learning Activities: 4 Lesson Plans: 26 Multimedia: 2 Unit Plans: 1</p>	<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RL.8.1]</p>
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<p>English Language Arts (2015) Grade(s): 8 All Resources: 45 Learning Activities: 5 Lesson Plans: 32 Multimedia: 7 Unit Plans: 1</p>	<p>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. [RL.8.2]</p>
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<p>English Language Arts (2015) Grade(s): 8 All Resources: 28 Learning Activities: 3 Lesson Plans: 20 Multimedia: 5 Unit Plans: 0</p>	<p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. [RL.8.3]</p>
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Craft and Structure

<p>English Language Arts</p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. [RL.8.4]</p>
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(2015) Grade(s): 8 All Resources: 26 Learning Activities: 2 Lesson Plans: 24 Multimedia: 0 Unit Plans: 0	
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English Language Arts (2015) Grade(s): 8 All Resources: 10 Learning Activities: 0 Lesson Plans: 10 Multimedia: 0 Unit Plans: 0	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. [RL.8.5]
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English Language Arts (2015) Grade(s): 8 All Resources: 12 Learning Activities: 0 Lesson Plans: 8 Multimedia: 4 Unit Plans: 0	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. [RL.8.6]
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Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 8 All Resources: 8 Learning Activities: 0 Lesson Plans: 5 Multimedia: 3 Unit Plans: 0	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. [RL.8.7]
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English Language Arts	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including
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(2015) Grade(s): 8 All Resources: 6 Learning Activities: 1 Lesson Plans: 4 Multimedia: 0 Unit Plans: 1	describing how the material is rendered new. [RL.8.9]
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Range of Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 8 All Resources: 44 Learning Activities: 4 Lesson Plans: 37 Multimedia: 2 Unit Plans: 1	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently. [RL.8.10]
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Reading Standards for Informational Text Key Ideas and Details

English Language Arts (2015) Grade(s): 8 All Resources: 17 Learning Activities: 1 Lesson Plans: 14 Multimedia: 2 Unit Plans: 0	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RI.8.1]
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English Language Arts (2015) Grade(s): 8 All Resources: 17 Learning Activities: 2 Lesson Plans: 15 Multimedia: 0	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. [RI.8.2]
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Unit Plans: 0	
English Language Arts (2015) Grade(s): 8 All Resources: 11 Learning Activities: 0 Lesson Plans: 11 Multimedia: 0 Unit Plans: 0	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). [RI.8.3]

Craft and Structure

English Language Arts (2015) Grade(s): 8 All Resources: 7 Learning Activities: 0 Lesson Plans: 7 Multimedia: 0 Unit Plans: 0	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. [RI.8.4]
English Language Arts (2015) Grade(s): 8 All Resources: 5 Learning Activities: 1 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. [RI.8.5]
English Language Arts (2015) Grade(s): 8 All Resources: 10 Learning Activities: 0 Lesson Plans: 7 Multimedia: 3	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. [RI.8.6]

Unit Plans: 0	
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Integration of Knowledge and Ideas

<p>English Language Arts (2015) Grade(s): 8 All Resources: 11 Learning Activities: 0 Lesson Plans: 10 Multimedia: 1 Unit Plans: 0</p>	<p>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. [RI.8.7]</p>
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<p>English Language Arts (2015) Grade(s): 8 All Resources: 7 Learning Activities: 0 Lesson Plans: 7 Multimedia: 0 Unit Plans: 0</p>	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. [RI.8.8]</p>
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<p>English Language Arts (2015) Grade(s): 8 All Resources: 5 Learning Activities: 0 Lesson Plans: 5 Multimedia: 0 Unit Plans: 0</p>	<p>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. [RI.8.9]</p>
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Range of Reading and Level of Text Complexity

<p>English Language Arts (2015) Grade(s): 8 All Resources: 16 Learning Activities: 0 Lesson Plans: 16</p>	<p>By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently. [RI.8.10]</p>
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Multimedia: 0

Unit Plans: 0

Writing Standards

Text Types and Purposes

English Language Arts (2015) Grade(s): 8 All Resources: 18 Learning Activities: 0 Lesson Plans: 18 Multimedia: 0 Unit Plans: 0	Write arguments to support claims with clear reasons and relevant evidence. [W.8.1] a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. [W.8.1a] b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [W.8.1b] c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. [W.8.1c] d. Establish and maintain a formal style. [W.8.1d] e. Provide a concluding statement or section that follows from and supports the argument presented. [W.8.1e]
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English Language Arts (2015) Grade(s): 8 All Resources: 24 Learning Activities: 1 Lesson Plans: 21 Multimedia: 1 Unit Plans: 1	Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.8.2] a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.8.2a] b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. [W.8.2b] c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. [W.8.2c] d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.8.2d] e. Establish and maintain a formal style. [W.8.2e] f. Provide a concluding statement or section that follows from and supports the information or explanation presented. [W.8.2f]
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English Language Arts (2015) Grade(s): 8 All Resources: 26 Learning Activities: 0	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.8.3] a. Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.8.3a] b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to
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Lesson Plans: 25	develop experiences, events, and/or characters. [W.8.3b]
Multimedia: 0	
Unit Plans: 1	c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. [W.8.3c]
	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [W.8.3d]
	e. Provide a conclusion that follows from and reflects on the narrated experiences or events. [W.8.3e]

Production and Distribution of Writing

English Language Arts (2015) Grade(s): 8 All Resources: 50 Learning Activities: 1 Lesson Plans: 49 Multimedia: 0 Unit Plans: 0	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 20-22 above.) [W.8.4]
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English Language Arts (2015) Grade(s): 8 All Resources: 29 Learning Activities: 0 Lesson Plans: 27 Multimedia: 1 Unit Plans: 1	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-8.) [W.8.5]
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English Language Arts (2015) Grade(s): 8 All Resources: 42 Learning Activities: 3 Lesson Plans: 37 Multimedia: 1 Unit Plans: 1	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. [W.8.6]
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Research to Build and Present Knowledge

<p>English Language Arts (2015) Grade(s): 8 All Resources: 46 Learning Activities: 0 Lesson Plans: 36 Multimedia: 9 Unit Plans: 1</p>	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. [W.8.7]</p>
<p>English Language Arts (2015) Grade(s): 8 All Resources: 34 Learning Activities: 1 Lesson Plans: 31 Multimedia: 2 Unit Plans: 0</p>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. [W.8.8]</p>
<p>English Language Arts (2015) Grade(s): 8 All Resources: 20 Learning Activities: 0 Lesson Plans: 19 Multimedia: 1 Unit Plans: 0</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.8.9]</p> <p>a. Apply <i>Grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). [W.8.9a]</p> <p>b. Apply <i>Grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). [W.8.9b]</p>

Range of Writing

<p>English Language Arts (2015) Grade(s): 8 All Resources: 31 Learning Activities: 0 Lesson Plans: 30</p>	<p>Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.8.10]</p>
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Multimedia: 1
Unit Plans: 0

Speaking and Listening Standards Comprehension and Collaboration

English Language Arts (2015) Grade(s): 8 All Resources: 42 Learning Activities: 3 Lesson Plans: 39 Multimedia: 0 Unit Plans: 0	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. [SL.8.1] a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.8.1a] b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.8.1b] c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. [SL.8.1c] d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. [SL.8.1d]
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English Language Arts (2015) Grade(s): 8 All Resources: 16 Learning Activities: 1 Lesson Plans: 15 Multimedia: 0 Unit Plans: 0	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. [SL.8.2]
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English Language Arts (2015) Grade(s): 8 All Resources: 5 Learning Activities: 1 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. [SL.8.3]
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Presentation of Knowledge and Ideas

English Language Arts	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. [SL.8.4]
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(2015) Grade(s): 8 All Resources: 16 Learning Activities: 1 Lesson Plans: 15 Multimedia: 0 Unit Plans: 0	
English Language Arts (2015) Grade(s): 8 All Resources: 21 Learning Activities: 3 Lesson Plans: 17 Multimedia: 1 Unit Plans: 0	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. [SL.8.5]
English Language Arts (2015) Grade(s): 8 All Resources: 6 Learning Activities: 0 Lesson Plans: 5 Multimedia: 1 Unit Plans: 0	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language standards 36 and 38 for specific expectations.) [SL.8.6]

Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

English Language Arts (2015) Grade(s): 8 All Resources: 15 Learning Activities: 4	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.8.1] a. Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. (Alabama) b. Explain the function of verbals (gerunds, participles, infinitives) in general and their
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Lesson Plans: 10 Multimedia: 1 Unit Plans: 0	function in particular sentences. [L.8.1a] c. Form and use verbs in the active and passive voice. [L.8.1b] d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. [L.8.1c] e. Recognize and correct inappropriate shifts in verb voice and mood.* [L.8.1d]
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English Language Arts (2015) Grade(s): 8 All Resources: 13 Learning Activities: 1 Lesson Plans: 11 Multimedia: 1 Unit Plans: 0	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.8.2] a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. [L.8.2a] b. Use an ellipsis to indicate an omission. [L.8.2b] c. Spell correctly. [L.8.2c]
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Knowledge of Language

English Language Arts (2015) Grade(s): 8 All Resources: 19 Learning Activities: 1 Lesson Plans: 18 Multimedia: 0 Unit Plans: 0	Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.8.3] a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). [L.8.3a]
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Vocabulary Acquisition and Use

English Language Arts (2015) Grade(s): 8 All Resources: 14 Learning Activities: 0 Lesson Plans: 12 Multimedia: 2 Unit Plans: 0	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>Grade 8 reading and content</i> , choosing flexibly from a range of strategies. [L.8.4] a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.8.4a] b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>). [L.8.4b] c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.8.4c]
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	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.8.4d]
English Language Arts (2015) Grade(s): 8 All Resources: 19 Learning Activities: 2 Lesson Plans: 17 Multimedia: 0 Unit Plans: 0	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.8.5] a. Interpret figures of speech (e.g. verbal irony, puns) in context. [L.8.5a] b. Use the relationship between particular words to better understand each of the words. [L.8.5b] c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>). [L.8.5c]
English Language Arts (2015) Grade(s): 8 All Resources: 22 Learning Activities: 0 Lesson Plans: 14 Multimedia: 8 Unit Plans: 0	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.8.6]

English Language Arts Grade 9

Reading Standards for Literature Key Ideas and Details

<p>English Language Arts (2015) Grade(s): 9 All Resources: 19 Learning Activities: 2 Lesson Plans: 17 Multimedia: 0 Unit Plans: 0</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]</p>
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<p>English Language Arts (2015) Grade(s): 9 All Resources: 25 Learning Activities: 5 Lesson Plans: 18 Multimedia: 2 Unit Plans: 0</p>	<p>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. [RL.9-10.2]</p>
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<p>English Language Arts (2015) Grade(s): 9 All Resources: 27 Learning Activities: 4 Lesson Plans: 21 Multimedia: 2 Unit Plans: 0</p>	<p>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. [RL.9-10.3]</p>
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Craft and Structure

<p>English Language Arts (2015) Grade(s): 9</p>	<p>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). [RL.9-10.4]</p>
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All Resources: 45 Learning Activities: 3 Lesson Plans: 38 Multimedia: 4 Unit Plans: 0	
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English Language Arts (2015) Grade(s): 9 All Resources: 25 Learning Activities: 0 Lesson Plans: 22 Multimedia: 3 Unit Plans: 0	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. [RL.9-10.5]
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English Language Arts (2015) Grade(s): 9 All Resources: 14 Learning Activities: 0 Lesson Plans: 13 Multimedia: 1 Unit Plans: 0	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. [RL.9-10.6]
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Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 9 All Resources: 8 Learning Activities: 0 Lesson Plans: 8 Multimedia: 0 Unit Plans: 0	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>). [RL.9-10.7]
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English Language Arts (2015) Grade(s): 9 All 8	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). [RL.9-10.9]
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Resources:	
Learning Activities:	0
Lesson Plans:	8
Multimedia:	0
Unit Plans:	0

Range of Reading and Level of Text Complexity

English Language Arts (2015)	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.9-10.10]
Grade(s): 9	
All Resources:	20
Learning Activities:	2
Lesson Plans:	18
Multimedia:	0
Unit Plans:	0

Reading Standards for Informational Text Key Ideas and Details

English Language Arts (2015)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]
Grade(s): 9	
All Resources:	14
Learning Activities:	1
Lesson Plans:	11
Multimedia:	1
Unit Plans:	1
English Language Arts (2015)	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. [RI.9-10.2]
Grade(s): 9	
All Resources:	17
Learning Activities:	1
Lesson Plans:	15
Multimedia:	0
Unit Plans:	1
English Language Arts (2015)	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. [RI.9-10.3]

Grade(s): 9	
All Resources:	10
Learning Activities:	0
Lesson Plans:	10
Multimedia:	0
Unit Plans:	0

Craft and Structure

English Language Arts (2015) Grade(s): 9 All Resources: 16 Learning Activities: 2 Lesson Plans: 10 Multimedia: 3 Unit Plans: 1	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). [RI.9-10.4]
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English Language Arts (2015) Grade(s): 9 All Resources: 11 Learning Activities: 1 Lesson Plans: 9 Multimedia: 0 Unit Plans: 1	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [RI.9-10.5]
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English Language Arts (2015) Grade(s): 9 All Resources: 13 Learning Activities: 0 Lesson Plans: 11 Multimedia: 1 Unit Plans: 1	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. [RI.9-10.6]
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Integration of Knowledge and Ideas

English	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
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Language Arts (2015) Grade(s): 9 All Resources: 7 Learning Activities: 0 Lesson Plans: 6 Multimedia: 0 Unit Plans: 1	[RI.9-10.7]
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English Language Arts (2015) Grade(s): 9 All Resources: 4 Learning Activities: 1 Lesson Plans: 2 Multimedia: 1 Unit Plans: 0	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]
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English Language Arts (2015) Grade(s): 9 All Resources: 0 Learning Activities: 0 Lesson Plans: 0 Multimedia: 0 Unit Plans: 0	Analyze seminal European documents of historical significance (e.g., Magna Carta; English Bill of Rights; The Social Contract, or Principles of Political Right), including how they address related themes and concepts included in United States' documents of historical and literary significance. [RI.9-10.9] (Alabama)
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Range of Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 9 All Resources: 9 Learning Activities: 2 Lesson Plans: 7 Multimedia: 0 Unit Plans: 0	By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.9-10.10]
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Writing Standards Text Types and Purposes

English	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.9-10.1]
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<p>Language Arts (2015) Grade(s): 9 All Resources: 21 Learning Activities: 0 Lesson Plans: 20 Multimedia: 0 Unit Plans: 1</p>	<p>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. [W.9-10.1a]</p> <p>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. [W.9-10.1b]</p> <p>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. [W.9-10.1c]</p> <p>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. [W.9-10.1d]</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. [W.9-10.1e]</p>
<p>English Language Arts (2015) Grade(s): 9 All Resources: 29 Learning Activities: 2 Lesson Plans: 27 Multimedia: 0 Unit Plans: 0</p>	<p>Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.9-10.2a]</p> <p>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.9-10.2b]</p> <p>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. [W.9-10.2c]</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.2e]</p> <p>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). [W.9-10.2f]</p>
<p>English Language Arts (2015) Grade(s): 9 All Resources: 30 Learning Activities: 1</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.9-10.3]</p> <p>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, characters, or both; create a smooth progression of experiences or events. [W.9-10.3a]</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and</p>

Lesson Plans:	28	multiple plot lines, to develop experiences, events, and/or characters. [W.9-10.3b]
Multimedia:	0	
Unit Plans:	1	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. [W.9-10.3c]
		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.9-10.3d]
		e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.9-10.3e]

Production and Distribution of Writing

English Language Arts (2015)		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 20-22 above.) [W.9-10.4]
Grade(s):	9	
All Resources:	21	
Learning Activities:	2	
Lesson Plans:	19	
Multimedia:	0	
Unit Plans:	0	

English Language Arts (2015)		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-9.) [W.9-10.5]
Grade(s):	9	
All Resources:	12	
Learning Activities:	0	
Lesson Plans:	11	
Multimedia:	0	
Unit Plans:	1	

English Language Arts (2015)		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. [W.9-10.6]
Grade(s):	9	
All Resources:	19	
Learning Activities:	5	
Lesson Plans:	14	
Multimedia:	0	
Unit Plans:	0	

Research to Build and Present Knowledge

<p>English Language Arts (2015) Grade(s): 9</p> <p>All Resources: 31 Learning Activities: 3 Lesson Plans: 22 Multimedia: 5 Unit Plans: 1</p>	<p>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. [W.9-10.7]</p>
<p>English Language Arts (2015) Grade(s): 9</p> <p>All Resources: 35 Learning Activities: 5 Lesson Plans: 22 Multimedia: 8 Unit Plans: 0</p>	<p>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. [W.9-10.8]</p>
<p>English Language Arts (2015) Grade(s): 9</p> <p>All Resources: 29 Learning Activities: 0 Lesson Plans: 28 Multimedia: 0 Unit Plans: 1</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9]</p> <p>a. Apply <i>Grade 9 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). [W.9-10.9a]</p> <p>b. Apply <i>Grade 9 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). [W.9-10.9b]</p>

Range of Writing

<p>English Language Arts (2015) Grade(s): 9</p> <p>All Resources: 5 Learning Activities: 1 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0</p>	<p>Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.9-10.10]</p>
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Speaking and Listening Standards Comprehension and Collaboration

<p>English Language Arts (2015) Grade(s): 9 All Resources: 26 Learning Activities: 2 Lesson Plans: 24 Multimedia: 0 Unit Plans: 0</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 9 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]</p> <p>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. [SL.9-10.1a]</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. [SL.9-10.1b]</p> <p>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. [SL.9-10.1c]</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. [SL.9-10.1d]</p>
<p>English Language Arts (2015) Grade(s): 9 All Resources: 15 Learning Activities: 3 Lesson Plans: 12 Multimedia: 0 Unit Plans: 0</p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. [SL.9-10.2]</p>
<p>English Language Arts (2015) Grade(s): 9 All Resources: 13 Learning Activities: 1 Lesson Plans: 11 Multimedia: 0 Unit Plans: 1</p>	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. [SL.9-10.3]</p>

Presentation of Knowledge and Ideas

English Language Arts (2015) Grade(s): 9 All Resources: 17 Learning Activities: 2 Lesson Plans: 14 Multimedia: 0 Unit Plans: 1	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. [SL.9-10.4]
English Language Arts (2015) Grade(s): 9 All Resources: 20 Learning Activities: 5 Lesson Plans: 15 Multimedia: 0 Unit Plans: 0	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.9-10.5]
English Language Arts (2015) Grade(s): 9 All Resources: 9 Learning Activities: 0 Lesson Plans: 9 Multimedia: 0 Unit Plans: 0	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 9 Language standards 36 and 38 for specific expectations.) [SL.9-10.6]

Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

"The following italicized standards from Grades 3-8 should have continued attention with rigor.

For standard 36:

Grade	Standard Number	Content
3	37.f	<i>Ensure subject-verb and pronoun-antecedent agreement.* [L.3.1f]</i>
5	38.d	<i>Recognize and correct inappropriate shifts in verb tense.* [L.5.1d]</i>
6	37.d	<i>Recognize and correct inappropriate shifts in pronoun number and person.* [L.6.1c]</i>
6	37.e	<i>Recognize and correct vague pronouns (i.e., ones with unclear antecedents).*[L.6.1d]</i>
6	39.a	<i>Vary sentence patterns for meaning, reader or listener interest, and style.*[L.6.3a]</i>
7	36.d	<i>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [L.7.1c]</i>

For standard 37:

Grade	Standard Number	Content
4	38.g	<i>Correctly use frequently confused words (e.g., to, too, two; their, there).*[L.4.1g]</i>
4	40.b	<i>Choose punctuation for effect.* [L.4.3b]</i>
5	39.a	<i>Use punctuation to separate items in a series.* [L.5.2a]</i>
6	38.a	<i>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.* [L.6.2A]"</i>

English Language Arts (2015)	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.9-10.1]
Grade(s): 9	a. Apply rules of subject-verb agreement when the subject has compound parts joined by <i>or</i> with the second element as singular or plural. (Alabama)
All Resources:	4
Learning Activities:	1
Lesson Plans:	3
Multimedia:	0
Unit Plans:	0
	b. Apply rules of subject-verb agreement with the subjunctive mood. (Alabama)
	c. Use parallel structure.* [L.9-10.1a]
	d. 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. [L.9-10.1b]
English Language Arts (2015)	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]

Grade(s): 9	a. Use commas correctly with non-essential appositives. (Alabama)
All Resources: 3	b. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]
Learning Activities: 1	
Lesson Plans: 2	c. Use a colon to introduce a list or quotation. [L.9-10.2b]
Multimedia: 0	
Unit Plans: 0	d. Spell correctly. [L.9-10.2c]

Knowledge of Language

"The following italicized standards from Grades 3-8 should have continued attention with ir rigor.

For standard 38:

Grade	Standard Number	Content
3	39.a	<i>Choose words and phrases for effect.* [L.3.3a]</i>
4	38.f	<i>Produce complete sentences, recognizing and correcting inapp fragments and run-ons.* [L.4.1f]</i>
4	40.a	<i>Choose words and phrases to convey ideas precisely.*[L.4.3a]</i>
6	39.b	<i>Maintain consistency in style and tone.* [L.6.3b]</i>
7	38.a	<i>Choose language that expresses ideas precisely and concisely, and eliminating wordiness and redundancy.* [L.7.3a]</i>
8	36.e	<i>Recognize and correct inappropriate shifts in verb voice and m</i>

English Language Arts (2015)	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. [L.9-10.3]
Grade(s): 9	
All Resources: 5	a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern Language Association's <i>MLA Handbook</i> , Turabian's <i>A Manual for Writers</i>) appropriate for the discipline and writing type. [L.9-10.3a]
Learning Activities: 0	
Lesson Plans: 5	
Multimedia: 0	
Unit Plans: 0	

Vocabulary Acquisition and Use

English Language Arts (2015)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 9 reading and content</i> , choosing flexibly from a range of strategies. [L.9-10.4]
Grade(s): 9	
All Resources: 5	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.9-10.4a]
Learning Activities: 0	
	b. Identify and correctly use patterns of word changes that indicate different meanings or

Lesson Plans: 4 Multimedia: 1 Unit Plans: 0	parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). [L.9-10.4b] c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4c] d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.9-10.4d]
English Language Arts (2015) Grade(s): 9 All Resources: 8 Learning Activities: 1 Lesson Plans: 4 Multimedia: 3 Unit Plans: 0	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5] a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L.9-10.5a] b. Analyze nuances in the meaning of words with similar denotations. [L.9-10.5b]
English Language Arts (2015) Grade(s): 9 All Resources: 4 Learning Activities: 0 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0	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.9-10.6]

English Language Arts Grade 10

Reading Standards for Literature Key Ideas and Details

<p>English Language Arts (2015) Grade(s): 10 All Resources: 27 Learning Activities: 1 Lesson Plans: 23 Multimedia: 2 Unit Plans: 1</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]</p>
<p>English Language Arts (2015) Grade(s): 10 All Resources: 33 Learning Activities: 0 Lesson Plans: 30 Multimedia: 3 Unit Plans: 0</p>	<p>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. [RL.9-10.2]</p>
<p>English Language Arts (2015) Grade(s): 10 All Resources: 27 Learning Activities: 1 Lesson Plans: 24 Multimedia: 2 Unit Plans: 0</p>	<p>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. [RL.9-10.3]</p>

Craft and Structure

<p>English Language Arts (2015) Grade(s): 10 All Resources: 38</p>	<p>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). [RL.9-10.4]</p>
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Learning Activities: 1 Lesson Plans: 35 Multimedia: 2 Unit Plans: 0	
English Language Arts (2015) Grade(s): 10 All Resources: 15 Learning Activities: 1 Lesson Plans: 12 Multimedia: 2 Unit Plans: 0	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. [RL.9-10.5]
English Language Arts (2015) Grade(s): 10 All Resources: 19 Learning Activities: 0 Lesson Plans: 18 Multimedia: 1 Unit Plans: 0	Analyze a particular point of view or cultural experience reflected in a work of early American literature to 1900, drawing on a wide reading of American literature. [RL.9-10.6] (Alabama)
Integration of Knowledge and Ideas	
English Language Arts (2015) Grade(s): 10 All Resources: 9 Learning Activities: 0 Lesson Plans: 9 Multimedia: 0 Unit Plans: 0	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>). [RL.9-10.7]
English Language Arts (2015) Grade(s): 10 All Resources: 9 Learning 0	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how early American authors draw upon the Bible for religious themes and issues). [RL.9-10.9] (Alabama)

Activities:
Lesson Plans: 8
Multimedia: 1
Unit Plans: 0

Range of Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 10 All Resources: 21 Learning Activities: 0 Lesson Plans: 21 Multimedia: 0 Unit Plans: 0	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. [RL.9-10.10]
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Reading Standards for Informational Text Key Ideas and Details

English Language Arts (2015) Grade(s): 10 All Resources: 11 Learning Activities: 1 Lesson Plans: 9 Multimedia: 1 Unit Plans: 0	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]
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English Language Arts (2015) Grade(s): 10 All Resources: 11 Learning Activities: 0 Lesson Plans: 11 Multimedia: 0 Unit Plans: 0	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. [RI.9-10.2]
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English Language Arts (2015) Grade(s): 10 All 6	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. [RI.9-10.3]
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Resources:	
Learning Activities:	0
Lesson Plans:	6
Multimedia:	0
Unit Plans:	0

Craft and Structure

English Language Arts (2015) Grade(s): 10 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	6 0 5 1 0	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). [RI.9-10.4]
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English Language Arts (2015) Grade(s): 10 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	2 0 2 0 0	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [RI.9-10.5]
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English Language Arts (2015) Grade(s): 10 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	6 0 5 1 0	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. [RI.9-10.6]
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Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 10 All Resources: Learning	7 0	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. [RI.9-10.7]
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Activities: Lesson Plans: 7 Multimedia: 0 Unit Plans: 0	
English Language Arts (2015) Grade(s): 10 All Resources: 7 Learning Activities: 0 Lesson Plans: 7 Multimedia: 0 Unit Plans: 0	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]
English Language Arts (2015) Grade(s): 10 All Resources: 5 Learning Activities: 0 Lesson Plans: 5 Multimedia: 0 Unit Plans: 0	Analyze seminal United States documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address), including how they address related themes and concepts. [RI.9-10.9]
English Language Arts (2015) Grade(s): 10 All Resources: 8 Learning Activities: 0 Lesson Plans: 8 Multimedia: 0 Unit Plans: 0	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational United States documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. [RI.11-12.9]

Range of Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 10 All Resources: 9 Learning Activities: 0 Lesson Plans: 9 Multimedia: 0	By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently. [RI.9-10.10]
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Unit Plans: 0

Writing Standards

Text Types and Purposes

English Language Arts (2015) Grade(s): 10 All Resources: 16 Learning Activities: 0 Lesson Plans: 16 Multimedia: 0 Unit Plans: 0	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.9-10.1]</p> <p>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. [W.9-10.1a]</p> <p>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. [W.9-10.1b]</p> <p>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. [W.9-10.1c]</p> <p>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. [W.9-10.1d]</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. [W.9-10.1e]</p>
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English Language Arts (2015) Grade(s): 10 All Resources: 23 Learning Activities: 0 Lesson Plans: 21 Multimedia: 1 Unit Plans: 1	<p>Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.9-10.2a]</p> <p>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.9-10.2b]</p> <p>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. [W.9-10.2c]</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.2e]</p> <p>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). [W.9-10.2f]</p>
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English	Write narratives to develop real or imagined experiences or events using effective
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Language Arts (2015)	technique, well-chosen details, and well-structured event sequences. [W.9-10.3]
Grade(s): 10	
All Resources:	19
Learning Activities:	0
Lesson Plans:	19
Multimedia:	0
Unit Plans:	0
	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, characters, or both; create a smooth progression of experiences or events. [W.9-10.3a]
	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.9-10.3b]
	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. [W.9-10.3c]
	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.9-10.3d]
	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.9-10.3e]

Production and Distribution of Writing

English Language Arts (2015)	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 21-23 above.) [W.9-10.4]
Grade(s): 10	
All Resources:	25
Learning Activities:	0
Lesson Plans:	23
Multimedia:	0
Unit Plans:	2
English Language Arts (2015)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-10.) [W.9-10.5]
Grade(s): 10	
All Resources:	10
Learning Activities:	0
Lesson Plans:	10
Multimedia:	0
Unit Plans:	0
English Language Arts (2015)	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. [W.9-10.6]
Grade(s): 10	
All Resources:	11
Learning	0

Activities:	
Lesson Plans: 10	
Multimedia: 0	
Unit Plans: 1	

Research to Build and Present Knowledge

English Language Arts (2015) Grade(s): 10 All Resources: 16 Learning Activities: 2 Lesson Plans: 7 Multimedia: 6 Unit Plans: 1	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; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.9-10.7]
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English Language Arts (2015) Grade(s): 10 All Resources: 23 Learning Activities: 2 Lesson Plans: 15 Multimedia: 6 Unit Plans: 0	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; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]
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English Language Arts (2015) Grade(s): 10 All Resources: 16 Learning Activities: 1 Lesson Plans: 15 Multimedia: 0 Unit Plans: 0	Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9] a. Apply <i>Grade 10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). [W.9-10.9a] b. Apply <i>Grade 10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). [W.9-10.9b]
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Range of Writing

English Language Arts (2015) Grade(s): 10 All 4	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.9-10.10]
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Resources:	
Learning Activities:	0
Lesson Plans:	4
Multimedia:	0
Unit Plans:	0

Speaking and Listening Standards Comprehension and Collaboration

<p>English Language Arts (2015) Grade(s): 10 All Resources: 23 Learning Activities: 2 Lesson Plans: 21 Multimedia: 0 Unit Plans: 0</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]</p> <p>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. [SL.9-10.1a]</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. [SL.9-10.1b]</p> <p>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. [SL.9-10.1c]</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. [SL.9-10.1d]</p>
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<p>English Language Arts (2015) Grade(s): 10 All Resources: 13 Learning Activities: 2 Lesson Plans: 11 Multimedia: 0 Unit Plans: 0</p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. [SL.9-10.2]</p>
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<p>English Language Arts (2015) Grade(s): 10 All Resources: 6 Learning Activities: 1</p>	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. [SL.9-10.3]</p>
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Lesson Plans: 5
 Multimedia: 0
 Unit Plans: 0

Presentation of Knowledge and Ideas

English Language Arts (2015) Grade(s): 10 All Resources: 13 Learning Activities: 0 Lesson Plans: 11 Multimedia: 0 Unit Plans: 2	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. [SL.9-10.4]
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English Language Arts (2015) Grade(s): 10 All Resources: 16 Learning Activities: 2 Lesson Plans: 14 Multimedia: 0 Unit Plans: 0	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.9-10.5]
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English Language Arts (2015) Grade(s): 10 All Resources: 5 Learning Activities: 0 Lesson Plans: 5 Multimedia: 0 Unit Plans: 0	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 10 Language standards 37 and 39 for specific expectations.) [SL.9-10.6]
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Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

“The following italicized standards from Grades 3-8 should have continued attention with rigor.

For standard 37:

Grade	Standard Number	Content
3	37.f	<i>Ensure subject-verb and pronoun-antecedent agreement.* [L.3.1f]</i>
5	38.d	<i>Recognize and correct inappropriate shifts in verb tense.* [L.5.1d]</i>
6	37.d	<i>Recognize and correct inappropriate shifts in pronoun number and person.* [L.6.1c]</i>
6	37.e	<i>Recognize and correct vague pronouns (i.e., ones with unclear ambiguous antecedents).*[L.6.1d]</i>
6	37.f	<i>Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.* [L.6.1.e]</i>
6	39.a	<i>Vary sentence patterns for meaning, reader or listener interest and style.*[L.6.3a]</i>
7	36.d	<i>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [L.7.1c]</i>

For standard 38:

Grade	Standard Number	Content
4	38.g	<i>Correctly use frequently confused words (e.g., to, too, two; their).* [L.4.1g]</i>
4	40.b	<i>Choose punctuation for effect.* [L.4.3b]</i>
5	39.a	<i>Use punctuation to separate items in a series.* [L.5.2a]</i>
6	38.a	<i>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.* [L.6.2A]”</i>

English Language Arts (2015)	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.9-10.1]
Grade(s): 10	a. Use parallel structure.* [L.9-10.1a]
All Resources:	4
Learning Activities:	0
Lesson Plans:	3
Multimedia:	1
Unit Plans:	0
	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. [L.9-10.1b]
	c. Apply rules of subject-verb agreement when the subject is compound in form but singular in meaning and when the subject is plural in form but singular in meaning. (Alabama)

English Language Arts (2015)	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]
Grade(s): 10	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]
All Resources:	1
Learning Activities:	0 b. Use a colon to introduce a list or quotation. [L.9-10.2b]
Lesson Plans:	1 c. Spell correctly. [L.9-10.2c]
Multimedia:	0
Unit Plans:	0

Knowledge of Language

"The following italicized standards from Grades 3-8 should have continued attention with ir rigor.

For standard 39:

Grade	Standard Number	Content
4	38.f	<i>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* [L.4.1f]</i>
4	40.a	<i>Choose words and phrases to convey ideas precisely.*[L.4.3a]</i>
6	39.b	<i>Maintain consistency in style and tone.* [L.6.3b]</i>
7	38.a	<i>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* [L.7.3]</i>
8	36.e	<i>Recognize and correct inappropriate shifts in verb voice and mood.*[L.8.1a]"</i>

English Language Arts (2015)	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. [L.9-10.3]
Grade(s): 10	
All Resources:	11 a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern Language Association's <i>MLA Handbook for Writers of Research Papers</i> , American Psychological Association's <i>Publication Manual of the American Psychological Association</i>) appropriate for the discipline and writing type. [L.9-10.3a]
Learning Activities:	0
Lesson Plans:	11
Multimedia:	0
Unit Plans:	0

Vocabulary Acquisition and Use

“The following italicized standard from Grades 3-8 should have continued attention with increased rigor.

For standard 42:

Grade	Standard Number	Content
3	39.a	<i>Choose words and phrases for effect. * [L.3.3a]”</i>
English Language Arts (2015) Grade(s): 10 All Resources: 5 Learning Activities: 0 Lesson Plans: 3 Multimedia: 2 Unit Plans: 0		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 10 reading and content</i> , choosing flexibly from a range of strategies. [L.9-10.4] 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.9-10.4a] b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). [L.9-10.4b] c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4c] d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.9-10.4d]
English Language Arts (2015) Grade(s): 10 All Resources: 4 Learning Activities: 0 Lesson Plans: 2 Multimedia: 2 Unit Plans: 0		Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5] a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L.9-10.5a] b. Analyze nuances in the meaning of words with similar denotations. [L.9-10.5b]
English Language Arts (2015) Grade(s): 10 All Resources: 3 Learning Activities: 0 Lesson Plans: 3 Multimedia: 0 Unit Plans: 0		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.9-10.6]

English Language Arts Grade 11

Reading Standards for Literature Key Ideas and Details

<p>English Language Arts (2015)</p> <p>Grade(s): 11</p> <p>All Resources: 26</p> <p>Learning Activities: 1</p> <p>Lesson Plans: 23</p> <p>Multimedia: 1</p> <p>Unit Plans: 1</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RL.11-12.1]</p>
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<p>English Language Arts (2015)</p> <p>Grade(s): 11</p> <p>All Resources: 26</p> <p>Learning Activities: 0</p> <p>Lesson Plans: 23</p> <p>Multimedia: 2</p> <p>Unit Plans: 1</p>	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. [RL.11-12.2]</p>
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<p>English Language Arts (2015)</p> <p>Grade(s): 11</p> <p>All Resources: 32</p> <p>Learning Activities: 3</p> <p>Lesson Plans: 27</p> <p>Multimedia: 2</p> <p>Unit Plans: 0</p>	<p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). [RL.11-12.3]</p>
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Craft and Structure

<p>English Language Arts (2015)</p> <p>Grade(s): 11</p> <p>All Resources: 40</p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RL.11-12.4]</p>
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Learning Activities: 2 Lesson Plans: 36 Multimedia: 2 Unit Plans: 0	
English Language Arts (2015) Grade(s): 11 All Resources: 22 Learning Activities: 1 Lesson Plans: 21 Multimedia: 0 Unit Plans: 0	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. [RL.11-12.5]
English Language Arts (2015) Grade(s): 11 All Resources: 18 Learning Activities: 2 Lesson Plans: 15 Multimedia: 1 Unit Plans: 0	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). [RL.11-12.6]

Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 11 All Resources: 21 Learning Activities: 0 Lesson Plans: 21 Multimedia: 0 Unit Plans: 0	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) [RL.11-12.7]
English Language Arts (2015) Grade(s): 11 All Resources: 23	Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9] (Alabama)

Learning Activities:	1
Lesson Plans:	21
Multimedia:	1
Unit Plans:	0

Range of Reading and Level of Text Complexity

English Language Arts (2015)	By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.11-12.10]
Grade(s):	11
All Resources:	25
Learning Activities:	1
Lesson Plans:	22
Multimedia:	2
Unit Plans:	0

Reading Standards for Informational Text Key Ideas and Details

English Language Arts (2015)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RI.11-12.1]
Grade(s):	11
All Resources:	11
Learning Activities:	0
Lesson Plans:	10
Multimedia:	1
Unit Plans:	0
English Language Arts (2015)	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. [RI.11-12.2]
Grade(s):	11
All Resources:	11
Learning Activities:	1
Lesson Plans:	10
Multimedia:	0
Unit Plans:	0
English Language Arts (2015)	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. [RI.11-12.3]

Grade(s): 11	
All Resources:	10
Learning Activities:	2
Lesson Plans:	8
Multimedia:	0
Unit Plans:	0

Craft and Structure

English Language Arts (2015) Grade(s): 11	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in The Federalist No. 10). [RI.11-12.4]
All Resources:	5
Learning Activities:	0
Lesson Plans:	4
Multimedia:	0
Unit Plans:	1

English Language Arts (2015) Grade(s): 11	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. [RI.11-12.5]
All Resources:	6
Learning Activities:	1
Lesson Plans:	4
Multimedia:	1
Unit Plans:	0

English Language Arts (2015) Grade(s): 11	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. [RI.11-12.6]
All Resources:	14
Learning Activities:	1
Lesson Plans:	11
Multimedia:	2
Unit Plans:	0

Integration of Knowledge and Ideas

English Language Arts (2015)	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. [RI.11-12.7]
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Grade(s): 11	
All Resources:	7
Learning Activities:	1
Lesson Plans:	5
Multimedia:	0
Unit Plans:	1

English Language Arts (2015)	Analyze seminal United States documents of historical and literary significance (e.g., Roosevelt's "Four Freedoms" speech, King's "Letter from a Birmingham Jail"), including how they address related themes and concepts. [RI.9-10.9] (Alabama)
Grade(s): 11	
All Resources:	3
Learning Activities:	0
Lesson Plans:	3
Multimedia:	0
Unit Plans:	0

Range of Reading and Level of Text Complexity

English Language Arts (2015)	By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.11-12.10]
Grade(s): 11	
All Resources:	7
Learning Activities:	0
Lesson Plans:	7
Multimedia:	0
Unit Plans:	0

Writing Standards Text Types and Purposes

English Language Arts (2015)	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]
Grade(s): 11	
All Resources:	19
Learning Activities:	0
Lesson Plans:	17
Multimedia:	1
Unit Plans:	1
	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. [W.11-12.1a]
	b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. [W.11-12.1b]
	c. Use words, phrases, and clauses as well as varied syntax 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. [W.11-12.1c]

	<p>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. [W.11-12.1d]</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. [W.11-12.1e]</p>
<p>English Language Arts (2015) Grade(s): 11 All Resources: 20 Learning Activities: 0 Lesson Plans: 17 Multimedia: 1 Unit Plans: 2</p>	<p>Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.11-12.2]</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.11-12.2a]</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.11-12.2b]</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.11-12.2c]</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. [W.11-12.2d]</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.2e]</p> <p>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). [W.11-12.2f]</p>
<p>English Language Arts (2015) Grade(s): 11 All Resources: 11 Learning Activities: 0 Lesson Plans: 10 Multimedia: 1 Unit Plans: 0</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.11-12.3]</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. [W.11-12.3a]</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.11-12.3b]</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). [W.11-12.3c]</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.11-12.3d]</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed,</p>

or resolved over the course of the narrative. [W.11-12.3e]

Production and Distribution of Writing

English Language Arts (2015) Grade(s): 11 All Resources: 28 Learning Activities: 2 Lesson Plans: 23 Multimedia: 1 Unit Plans: 2	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 19-21 above.) [W.11-12.4]
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English Language Arts (2015) Grade(s): 11 All Resources: 15 Learning Activities: 0 Lesson Plans: 15 Multimedia: 0 Unit Plans: 0	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-11.) [W.11-12.5]
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English Language Arts (2015) Grade(s): 11 All Resources: 13 Learning Activities: 3 Lesson Plans: 9 Multimedia: 1 Unit Plans: 0	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. [W.11-12.6]
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Research to Build and Present Knowledge

English Language Arts (2015) Grade(s): 11 All Resources: 25 Learning Activities: 2 Lesson Plans: 13	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. [W.11-12.7]
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Plans: Multimedia: 9 Unit Plans: 1	
English Language Arts (2015) Grade(s): 11 All Resources: 23 Learning Activities: 1 Lesson Plans: 17 Multimedia: 5 Unit Plans: 0	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. [W.11-12.8]
English Language Arts (2015) Grade(s): 11 All Resources: 25 Learning Activities: 1 Lesson Plans: 24 Multimedia: 0 Unit Plans: 0	Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.11-12.9] a. Apply <i>Grade 11 Reading standards</i> to literature (e.g., "Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). [W.11-12.9a] (Alabama) b. Apply <i>Grade 11 Reading standards</i> to literary nonfiction (e.g., Analyze seminal United States documents of historical and literary significance [e.g., Roosevelt's "Four Freedoms" speech, King's "Letter from a Birmingham Jail"]), including how they address related themes and concepts. [W.11-12.9b] (Alabama)

Range of Writing

English Language Arts (2015) Grade(s): 11 All Resources: 4 Learning Activities: 0 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.11-12.10]
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Speaking and Listening Standards Comprehension and Collaboration

English Language Arts (2015) Grade(s): 11 All Resources: 25	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 11 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. [SL.11-12.1] 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. [SL.11-
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Learning Activities:	2	12.1a]
Lesson Plans:	23	b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. [SL.11-12.1b]
Multimedia:	0	
Unit Plans:	0	c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. [SL.11-12.1c]
		d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. [SL.11-12.1d]

English Language Arts (2015)	Grade(s): 11	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. [SL.11-12.2]
All Resources:	12	
Learning Activities:	1	
Lesson Plans:	11	
Multimedia:	0	
Unit Plans:	0	

English Language Arts (2015)	Grade(s): 11	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. [SL.11-12.3]
All Resources:	18	
Learning Activities:	2	
Lesson Plans:	14	
Multimedia:	2	
Unit Plans:	0	

Presentation of Knowledge and Ideas

English Language Arts (2015)	Grade(s): 11	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. [SL.11-12.4]
All Resources:	15	
Learning Activities:	0	
Lesson Plans:	14	

Multimedia: 0 Unit Plans: 1	
English Language Arts (2015) Grade(s): 11 All Resources: 16 Learning Activities: 1 Lesson Plans: 15 Multimedia: 0 Unit Plans: 0	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.11-12.5]
English Language Arts (2015) Grade(s): 11 All Resources: 4 Learning Activities: 0 Lesson Plans: 4 Multimedia: 0 Unit Plans: 0	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grade 11 Language standards 35 and 37 for specific expectations.) [SL.11-12.6]

Language Standards

Conventions of Standard English

"The following italicized standards from Grades 3-9 should have continued attention with ir rigor.

For standard 35:

Grade	Standard Number	Content
3	37.f	<i>Ensure subject-verb and pronoun-antecedent agreement. *[L.3</i>
4	38.g	<i>Correctly use frequently confused words (e.g., to, too, two; the their). *[L.4.1g]</i>
5	38.d	<i>Recognize and correct inappropriate shifts in verb tense. *[L.5..</i>
6	37.d	<i>Recognize and correct inappropriate shifts in pronoun number and person. *[L.6.1c]</i>
6	37.e	<i>Recognize and correct vague pronouns (i.e., ones with unclear ambiguous antecedents). *[L.6.1d]</i>
6	37.f	<i>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies t improve expression in conventional language. * [L.6.1.e]</i>
6	39.a	<i>Vary sentence patterns for meaning, reader or listener interest and style. *[L.6.3a]</i>
7	36.d	<i>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. *[L.7.1c]</i>
8	36.e	<i>Recognize and correct inappropriate shifts in verb voice and mood. *[L.8.1d]</i>
9	36.c	<i>Use parallel structure. *[L.9-10.1a]"</i>

For standard 36:

Grade	Standard Number	Content
4	40.b	<i>Choose punctuation for effect. *[L.4.3b]</i>
5	39.a	<i>Use punctuation to separate items in a series. *[L.5.2a]</i>
6	38.a	<i>Use punctuation (commas, parentheses, dashes) to set off non or parenthetical elements. *[L.6.2a]</i>

English Language Arts (2015)	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.11-12.1]
Grade(s): 11	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. [L.11-12.1a]
All Resources:	3
Learning Activities:	1
Lesson Plans:	1
Multimedia:	1
Unit Plans:	0

English Language Arts (2015)	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]
Grade(s): 11	a. Observe hyphenation conventions. [L.11-12.2a]
All Resources:	1 b. Spell correctly. [L.11-12.2b]
Learning Activities:	1
Lesson Plans:	0
Multimedia:	0
Unit Plans:	0

Knowledge of Language

"The following italicized standard from Grades 3-9 should have continued attention with increased rigor.

For standard 37:

Grade	Standard Number	Content
6	39.b	<i>Maintain consistency in style and tone.* [L.6.3b]"</i>

English Language Arts (2015)	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. [L.11-12.3]
Grade(s): 11	a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences: Syntax as Style</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. [L.11-12.3a]
All Resources:	6
Learning Activities:	1
Lesson Plans:	5
Multimedia:	0
Unit Plans:	0

Vocabulary Acquisition and Use

The following italicized standard from Grades 3-9 should have continued attention with increased rigor.

For standard 40:

Grade	Standard Number	Content
3	39.a	<i>Choose words and phrases for effect.* [L.3.3a]"</i>

English Language Arts (2015)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 11 reading and content</i> , choosing flexibly from a range of strategies. [L.11-12.4]
Grade(s): 11	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's
All Resources:	2

Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	position or function in a sentence) as a clue to the meaning of a word or phrase. [L.11-12.4a] 0 b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). [L.11-12.4b] 2 c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. [L.11-12.4c] 0 d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.11-12.4d]
English Language Arts (2015) Grade(s): 11 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5] a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. [L.11-12.5a] b. Analyze nuances in the meaning of words with similar denotations. [L.11-12.5b]
English Language Arts (2015) Grade(s): 11 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	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.11-12.6]