Attachment 1

Overview of Planned Curriculum English Language Arts Grades 7 through 12

	Standards for Literature and Details
English Language Arts (2015) Grade(s): 7	Dite 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]
All Resources: 38	
Learning 4 Activities:	
Lesson 34 Plans:	
Multimedia: 0 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]
Grade(s): 7	
Resources: 47	
Learning 3 Activities:	
Lesson 38 Plans:	
Multimedia: 6	
	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). [RL.7.3]
Grade(s): 7	
All Resources: 39	
Learning 3 Activities:	
Lesson Plans: 27	
Multimedia: 9	
Unit Plans: 0	

Craft and Structure

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

Integration of Knowledge and Ideas

English Language Arts (2015)

Grade(s): 7

All

14 Resources:

Learning **Activities:**

Lesson 11 Plans:

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]

compare and contrast a fictional portrayal of a time, place, or character and a historical English account of the same period as a means of understanding how authors of fiction use or Language Arts alter history. [RL.7.9] (2015)Grade(s): 7 All 10 Resources: Learning **Activities:** Lesson Plans: Multimedia: 2 Unit Plans: 0

Range of Reading and Level of Text Complexity

English Language Arts (2015)

34

31

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]

Plans: Multimedia: 1 Unit Plans: 0

Grade(s): 7

Resources: Learning **Activities:** Lesson

All

Reading Standards for Informational Text **Key Ideas and Details**

English Language Arts (2015)

Grade(s): 7

All

25 Resources:

Learning 0 **Activities:**

Lesson 25 Plans:

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. [RI.7.1]

English Language Arts (2015)

Grade(s): 7

All 14 Resources:

Learning **Activities:** Lesson 14

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]

Plans: Multimedia: 0	
Unit Plans: 0 English Language Arts	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]
(2015)	
Grade(s): 7	
Resources: 20	
Learning Activities: 0	
Lesson Plans:	
Multimedia: 1	
Unit Plans: 0	
Craft and	
English Language Arts (2015)	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]
Grade(s): 7 All Resources:	
Learning O	
Lesson 11	
Multimedia: 0	
Unit Plans: 0	
English Language Arts (2015) Grade(s): 7	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]
All Resources: 10	
Learning O	
Lesson 9 Plans:	
Multimedia: 1 Unit Plans: 0	
English Language Arts (2015)	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]
Grade(s): 7 All Resources:	
Learning O	
Lesson 11	

Plans:	
Multimedia: 3	
Unit Plans: 0	
Integration	n of Knowledge and Ideas
English Language Arts (2015) Grade(s): 7	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]
All Resources: 13	
Learning Activities:	
Lesson Plans:	
Multimedia: 0	
Unit Plans: 0	
(2015)	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]
Grade(s): 7	
All Resources: 7	
Learning Activities:	
Lesson 7 Plans:	
Multimedia: 0 Unit Plans: 0	
English Language Arts	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]
Grade(s): 7	
All Resources: 7	
Learning Activities:	
Lesson 7 Plans:	
Multimedia: 0	
Unit Plans: 0	
	Reading and Level of Text Complexity
Language Arts (2015)	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]
Grade(s): 7	
All Resources: Learning 0	
Learning 0	

f	
Activities:	
Lesson Plans:	
Multimedia: 0	
Unit Plans: 0	
Writina S	Standards
	s and Purposes
English	Write arguments to support claims with clear reasons and relevant evidence. [W.7.1]
Language Arts	Trine algumente le capport claime mui clear (cacone ana relevant criacine). [Trine 1]
(2015)	a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the
Grade(s): 7	reasons and evidence logically. [W.7.1a]
All Resources: 21	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible
Learning 3	sources and demonstrating an understanding of the topic or text. [W.7.1b]
Activities:	
Lesson Plans:	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. [W.7.1c]
Multimedia: 0	among diamin(o), reasone, and evidence. [vv.7.10]
Unit Plans: 0	d. Establish and maintain a formal style. [W.7.1d]
	Dravide a concluding statement or certian that follows from and supports the array and
	e. Provide a concluding statement or section that follows from and supports the argument presented. [W.7.1e]
	•
English	Write informative or explanatory texts to examine a topic and convey ideas, concepts,
Language Arts (2015)	and information through the selection, organization, and analysis of relevant content. [W.7.2]
Grade(s): 7	
All	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and
Resources: 26	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
Learning 3	multimedia when useful to aiding comprehension. [W.7.2a]
Laccon	
Plans:	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other
Multimedia: 0	information and examples. [W.7.2b]
Unit Plans: 0	c. Use appropriate transitions to create cohesion and clarify the relationships among
	ideas and concepts. [W.7.2c]
	d. Use precise language and domain-specific vocabulary to inform about or explain the
	topic. [W.7.2d]
	e. Establish and maintain a formal style. [W.7.2e]
	f. Provide a concluding statement or section that follows from and supports the
	information or explanation presented. [W.7.2f]
English	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.7.3]
Language Arts (2015)	teomique, relevant descriptive details, and well-structured event sequences. [VV.7.3]
• •	a. Engage and orient the reader by establishing a context and point of view and

Grade(s): 7

introducing a narrator, characters, or both; organize an event sequence that unfolds All naturally and logically, [W.7.3a] Resources: Learning b. Use narrative techniques, such as dialogue, pacing, and description, to develop Activities: experiences, events, and/or characters. [W.7.3b] Lesson Plans: c. Use a variety of transition words, phrases, and clauses to convey sequence and signal Multimedia: 1 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 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 Language Arts are defined in standards 20-22 above.) [W.7.4] (2015)Grade(s): 7 All 54 Resources: Learning Activities: Lesson 53 Plans: Multimedia: 0 Unit Plans: 0 With some guidance and support from peers and adults, develop and strengthen writing English as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on Language Arts how well purpose and audience have been addressed. (Editing for conventions should (2015)demonstrate command of the first three standards in the Language strand in Grades K-7.) Grade(s): 7 [W.7.5] All 32 Resources: Learning 1 **Activities:** Lesson 31 Plans: Multimedia: 0 Unit Plans: 0 Use technology, including the Internet, to produce and publish writing and link to and cite English sources as well as to interact and collaborate with others, including linking to and citing Language Arts sources. [W.7.6] (2015)Grade(s): 7 All

46

42

Resources: Learning Activities: Lesson

Plans:

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

Range of Writing

English Language Arts (2015)

Grade(s): 7

All Resources: 29

Learning Activities:

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 29	
Multimedia: 0	
Unit Plans: 0	
V SAA OSA EN ESTRESSA OO SIDASSA AA GARAGA	
Speaking	g and Listening Standards
Comprehe	nsion and Collaboration
English Language Arts (2015) Grade(s): 7 All 38 Resources: Learning 2 Activities: Lesson 36 Plans: 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]
English Language Arts (2015) Grade(s): 7 All Resources: Learning Activities: Lesson Plans: 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]
English Language Arts (2015) Grade(s): 7 All Resources: Learning Activities: Lesson Plans:	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]

Presentation of Knowledge and Ideas

Multimedia: 0 Unit Plans: 0

English Language Ar (2015)	ts	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]
Grade(s): 7		
All Resources:	17	
Learning Activities:	0	
Lesson Plans:	17	
Multimedia:		
Unit Plans:	0	
English Language Ar (2015) Grade(s): 7	ts	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. [SL.7.5]
All Resources:	29	
Learning Activities:	3	
Lesson Plans:	25	
Multimedia:		
Unit Plans:	0	
English Language Art (2015)		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]
Grade(s): 7		
All Resources:	7	
Learning Activities:	1	
Lesson Plans:	6	
Multimedia:		
Unit Plans:	0	
24.0556.000000000000000000000000000000000		

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)	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.7.1]
Grade(s): 7 All Resources: 23	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)

Learning **Activities:** b. Explain the function of phrases and clauses in general and their function in specific Lesson sentences. [L.7.1a] Plans: Multimedia: 2 c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. [L.7.1b] Unit Plans: 0 d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [L.7.1c] English Demonstrate command of the conventions of Standard English capitalization. punctuation, and spelling when writing. [L.7.2] Language Arts (2015)a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable Grade(s): 7 movie but not He wore an old[,] green shirt). [L.7.2a] All 20 Resources: b. Spell correctly. [L.7.2b] Learning **Activities:** Lesson 17 Plans: Multimedia: 1 Unit Plans: 0

Knowledge of Language

24

Learning Activities: Lesson

Multimedia: 0 Unit Plans: 0

Plans:

English
Language Arts
(2015)

Grade(s): 7
All
Resources:

Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.7.3]

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]

Vocabulary Acquisition and Use

3 3	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]	
Grade(s): 7		
All Resources: 16	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	
13	meaning of a word (e.g., belligerent, bellicose, rebel). [L.7.4b]	
Plans:	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries,	
martinicala: 2	thesauruses), both print and digital, to find the pronunciation of a word or determine or	
THE PARTS: U	clarify its precise meaning or its part of speech. [L.7.4c]	

	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.7.4d]
English Language Arts (2015)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.7.5]
Grade(s): 7 All Resources:	a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in contex [L.7.5a]
Learning Activities:	b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. [L.7.5b]
Lesson 17 Plans: Multimedia: 1 Unit Plans: 0	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). [L.7.5c]
English Language Arts (2015)	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]
Grade(s): 7	
All Resources: 27	
Learning Activities:	
Lesson 14 Plans:	
Multimedia: 12	
Unit Plans: 0	

 10 100 000 000 000 000 000 000 000 000	3.00	Standards for Literature and Details
English Language At (2015)	rts	Dite 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]
Grade(s): 8		
All Resources:	33	
Learning Activities:	4	
Lesson Plans:	26	
Multimedia	: 2	
Unit Plans:	1	
English Language Ar (2015)		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]
Grade(s): 8		
All Resources:	45	
Learning Activities:	5	
Lesson Plans:	32	
Multimedia:	: 7	
Unit Plans:	1	
English Language Ar (2015)		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]
Grade(s): 8		
All Resources:	28	
Learning Activities:	3	
Lesson Plans:	20	
Multimedia:	5	
Unit Plans:	0	

Craft and	Structure
English Language Arts (2015)	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]
Grade(s): 8	
All Resources: 26	
Learning 2 Activities: 2	
Lesson Plans:	
Multimedia: 0	
Unit Plans: 0	
English Language Arts (2015)	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]
Grade(s): 8	
All Resources: 10	
Learning O Activities:	
Lesson Plans:	
Multimedia: 0	
Unit Plans: 0	
English Language Arts (2015)	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]
Grade(s): 8	
All Resources: 12	
Learning O Activities:	
Lesson 8 Plans:	
Multimedia: 4	
Unit Plans: 0	
Integratio	າ of Knowledge and Ideas
English Language Arts	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.

(2015) Grade(s): 8

All

Resources:

Learning 0 Activities:

Lesson

5 Plans: Multimedia: 3

[RL.8.7]

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:	
Lesson 4 Plans:	
Multimedia: 0	
Unit Plans: 1	
Range of F	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 4 Activities:	
Lesson Plans: 37	
Multimedia: 2	
Unit Plans: 1	
Reading	Standards for Informational Text
Key Ideas	and Details
English Language Arts (2015) Grade(s): 8 All	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]

Resources: Learning **Activities:** Lesson 14 Plans: Multimedia: 2 Unit Plans: 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 English Language Arts (2015) text. [RI.8.2] Grade(s): 8 All 17 Resources: Learning 2 Activities:

Lesson Plans:	15	
Multimedia:	0	
Unit Plans:	0	
English Language Art (2015) Grade(s): 8	S	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). [RI.8.3]
ΔH	11	
Learning	0	
Lesson	11	
Multimedia:	0	
Unit Plans:	0	
Craft and	1 8	Structure
English Language Arts (2015)		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]
Grade(s): 8		
All Resources:	7	
Learning Activities:	0	
Lesson Plans:	7	
Multimedia: Unit Plans:	0	
English Language Arts (2015) Grade(s): 8		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]
All Resources:	5	
Learning Activities:	1	
Lesson Plans:	4	
Multimedia:	0	
Unit Plans:	0	
English Language Arts (2015)		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]
Grade(s): 8		
Resources:	0	
Learning Activities:)	

Lesson Plans:	7	
Multimedia:	3	
Unit Plans:	0	
Integrati	or	n of Knowledge and Ideas
English Language Art (2015)	S	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]
Grade(s): 8		
All Resources:	11	
Learning Activities:	0	
Lesson Plans:	10	
Multimedia:		
Unit Plans:	0	
English Language Art (2015)	s	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]
Grade(s): 8		
All Resources:	7	
Learning Activities:	0	
Lesson Plans:	7	
Multimedia:	0	
Unit Plans:	0	
English Language Arts (2015)	S	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]
Grade(s): 8		
All Resources:	5	
Learning Activities:	0	
Lesson Plans:	5	
Multimedia:	0	
Unit Plans:	0	
Range of	R	Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 8

Resources:

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]

Learning Activities:	0	
Lesson Plans:	16	
Multimedia:	0	
Unit Plans:	0	

Writing Standards Text Types and Purposes

rext type	s and Purposes
English Language Arts	Write arguments to support claims with clear reasons and relevant evidence. [W.8.1]
(2015) Grade(s): 8	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]
All Resources: 18	
Learning O	sources and demonstrating an understanding of the topic or text. [W.8.1b]
Lesson Plans:	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. [W.8.1c]
Multimedia: 0 Unit Plans: 0	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]
English Language Arts (2015) Grade(s): 8	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]
All Resources: Learning	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]
Activities:	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. [W.8.2b]
Multimedia: 1 Unit Plans: 1	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]
English Language Arts (2015)	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.8.3]
Grade(s): 8	a. Engage and orient the reader by establishing a context and point of view and

All introducing a narrator, characters, or both; organize an event sequence that unfolds 26 Resources: naturally and logically, [W.8.3a] Learning 0 b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to **Activities:** develop experiences, events, and/or characters. [W.8.3b] Lesson Plans: c. Use a variety of transition words, phrases, and clauses to convey sequence, signal Multimedia: 0 shifts from one time frame or setting to another, and show the relationships among Unit Plans: 1 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 Produce clear and coherent writing in which the development, organization, and style are English appropriate to task, purpose, and audience. (Grade-specific expectations for writing types Language Arts are defined in standards 20-22 above.) [W.8.4] (2015)Grade(s): 8 All 50 Resources: Learning Activities: Lesson 49 Plans: Multimedia: 0 Unit Plans: 0

English Language Arts (2015) Grade(s): 8

All Resources: 29

Learning O Activities: Lesson

Plans: 27
Multimedia: 1

Unit Plans: 1
English

Language Arts (2015) Grade(s): 8

All Resources: 42

Learning 3 Activities: Lesson 37 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]

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]

Plans:	
Multimedia: 1	
Unit Plans: 1	
Research	to Build and Present Knowledge
English Language Arts (2015) Grade(s): 8	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]
All Resources: 46	
Learning O	
Lesson 36 Plans:	
Multimedia: 9 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.8.8]
All Resources: 34	
Learning Activities:	
Lesson 31 Plans:	
Multimedia: 2 Unit Plans: 0	
English Language Arts (2015)	Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.8.9]
All Resources: 20	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]
Lesson Plans:	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]
Range of W	Vriting

0

English Language Arts (2015)

Grade(s): 8

Learning

All 31 Resources:

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]

Activities:	
Lesson 30 Plans:	
Multimedia: 1	
Unit Plans: 0	
Speaking	g and Listening Standards
Comprehe	nsion and Collaboration
English Language Arts (2015)	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]
Grade(s): 8 All Resources: Learning Activities:	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]
Lesson 39	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]
Multimedia: 0 Unit Plans: 0	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]
English Language Arts (2015) Grade(s): 8	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]
All Resources: 16	
Learning Activities:	
Lesson Plans: 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]
Grade(s): 8 All Resources: 5	
Learning Activities:	
Lesson 4 Plans:	
Multimedia: 0	

Presentation of Knowledge and Ideas

Unit Plans: 0

English	Present claims and findings, emphasizing salient points in a focused, coherent manner
Language Arts	with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. [SL.8.4]
(2015)	eye contact, adequate volume, and clear pronunciation. [Sc.8.4]
Grade(s): 8	
All Resources: 16	
Learning Activities:	
Lesson Plans:	
Multimedia: 0	
Unit Plans: 0	
English Language Arts (2015)	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. [SL.8.5]
Grade(s): 8	
All Resources: 21	
Learning 3 Activities:	
Lesson Plans:	
Multimedia: 1	
Unit Plans: 0	
English Language Arts (2015) Grade(s): 8	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]
All	
Resources: 6	
Learning Activities: 0	
Lesson Plans: 5	
Multimedia:	
Unit Plans: 0	

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)	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.8.1]
Grade(s): 8 All Resources: 15	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)

Learning 4 Activities:	b. Explain the function of verbals (gerunds, participles, infinitives) in general and their
Lesson Plans:	function in particular sentences. [L.8.1a]
Multimedia: 1	c. Form and use verbs in the active and passive voice. [L.8.1b]
Unit Plans: 0	
10 mm	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]
English Language Arts (2015)	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.8.2]
Grade(s): 8	a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. [L.8.2a]
All Resources: 13	b. Use an ellipsis to indicate an omission. [L.8.2b]
Learning Activities:	c. Spell correctly. [L.8.2c]
Lesson Plans:	
Multimedia: 1	
Unit Plans: 0	

Knowledge of Language

3 3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.8.3]
(2015) Grade(s): 8	a. Use verbs in the active and passive voice and in the conditional and subjunctive mood
All	to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). [L.8.3a]
Learning Activities:	
Lesson Plans:	
Multimedia: 0	
Unit Plans: 0	

Vocabulary Acquisition and Use

La	nglish anguage Art 015)		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]
Gı	rade(s): 8		
Al Re	ll esources:	14	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]
1	earning ctivities:		b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the
	esson ans:	12	meaning of a word (e.g., precede, recede, secede). [L.8.4b]
	(ultimedia: nit Plans:	_	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]
	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)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.8.5]
Grade(s): 8	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]
Activities: 2	[E.O.OO]
Lesson Plans:	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). [L.8.5c]
Multimedia: 0	
Unit Plans: 0	
English Language Arts (2015) Grade(s): 8	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]
All Resources: 22	
Learning O	
Lesson 14	
Multimedia: 8	
Unit Plans: 0	

	Standards for Literature and Details
English Language Arts (2015)	ite 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]
Grade(s): 9	
All Resources: 1	
Learning Activities: 2	
Lesson Plans:	7
Multimedia: 0	
Unit Plans: 0	
English Language Arts (2015)	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]
Grade(s): 9	
All Resources: 2:	;
Learning 5 Activities: 5	
Lesson Plans:	
Multimedia: 2 Unit Plans: 0	
English Language Arts (2015) Grade(s): 9	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]
All Resources: 27	
Learning 4 Activities:	
Lesson Plans:	
Multimedia: 2	
Unit Plans: 0	

Craft and Structure betermine the meaning of words and phrases as they are used in the text, including English figurative and connotative meanings; analyze the cumulative impact of specific word Language Arts choices on meaning and tone (e.g., how the language evokes a sense of time and place; (2015)how it sets a formal or informal tone). [RL.9-10.4] Grade(s): 9 All 45 Resources: Learning 3 **Activities:** Lesson 38 Plans: Multimedia: 4 Unit Plans: 0 analyze how an author's choices concerning how to structure a text, order events within it **English** (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as Language Arts mystery, tension, or surprise. [RL.9-10.5] (2015)Grade(s): 9 All 25 Resources: Learning 0 **Activities:** Lesson 22 Plans: Multimedia: 3 Unit Plans: 0 Analyze a particular point of view or cultural experience reflected in a work of literature English from outside the United States, drawing on a wide reading of world literature. [RL.9-10.6] Language Arts (2015)Grade(s): 9 All 14 Resources: Learning 0 **Activities:** Lesson 13 Plans: Multimedia: 1 Unit Plans: 0

Integration of Knowledge and Ideas

Language Arts (2015)
Grade(s): 9
All
Resources:
Learning
Activities:
Lesson Plans: 8
Multimedia: 0
Unit Plans: 0

English

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 *Landscape with the Fall of Icarus*). [RL.9-10.7]

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]

Range of Reading and Level of Text Complexity

Learning Activities: Lesson Plans:

Multimedia: 0 Unit Plans: 0

English	by the end of Grade 9, read and comprehend literature, including stories, dramas, and
Language Arts	poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed
(2015)	at the high end of the range. [RL.9-10.10]
Grade(s): 9	
All ,	20
Resources: f	

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:	4
Learning Activities:	
Lesson Plans:	1
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:	7
Learning Activities:	
Lesson Plans:	5

Multimedia: 0 Unit Plans: 1	
English Language Arts (2015) Grade(s): 9 All Resources: Learning	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]
Activities: Lesson Plans: Multimedia: 0	
Unit Plans: 0	
Craft and S	
(2015)	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: 16	
Learning 2 Activities:	
Lesson Plans: Multimedia: 3 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]
All Resources:	
Learning Activities: Lesson	
Plans: Multimedia: 0	
Unit Plans: 1	
Language Arts (2015) Grade(s): 9	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]
Resources: 13	
Activities:	
11	

Language Arts (2015) Grade(s): 9 All Resources: Learning Activities: Lesson Plans: 0 Multimedia: 0 Unit Plans: 1 English Language Arts (2015) Grade(s): 9 All Resources: Learning Activities: Lesson Plans: 0 Multimedia: 1 Unit Plans: 0 English Language Arts (2015) Grade(s): 9 All Resources: Learning 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) 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)	Multimedia: 1	
English Language Arts (2015) Grade(s): 9 All Resources: Learning Activities: Lesson Plans: 0 All Resources: 4 Resources: 4 Resources: 4 Learning Activities: 1 Learning Activities: 1 Learning Activities: 1 Learning 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)	Unit Plans: 1	
Language Arts (2015) Grade(s): 9 All Resources: Learning Ontit Plans: 1 English Language Arts (2015) Grade(s): 9 All Resources: Learning Ontit Plans: 1 English Language Arts (2015) Grade(s): 9 All Resources: Learning Ontit Plans: 1 English Language Arts (2015) Grade(s): 9 All Resources: 1 Learning Activities: 1 Leason Plans: 0 English Language Arts (2015) Grade(s): 9 All Resources: 1 Learning Ontit Plans: 0 English Language Arts (2015) Grade(s): 9 All Ontit Plans: 0 English Language Arts (2015) Grade(s): 9 All Ontit Plans: 0 English Language Arts (2015) Grade(s): 9 All Ontit Plans: 0 English Language Arts (2015) Grade(s): 9 All Ontit Plans: 0 English Language Arts (2015) Grade(s): 9 All Ontit Plans: 0 English Language Arts (2015) Grade(s): 9 All Ontit Plans: 0 English Eill 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) 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)	Integration	ı of Knowledge and Ideas
All Resources: Learning Activities: Lesson Plans: 6 Multimedia: 0 Unit Plans: 1 English Language Arts (2015) Grade(s): 9 All Resources: Learning Activities: Lesson Plans: 2 Multimedia: 1 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) All Resources: Learning Arts (2015) Grade(s): 9 All Resources: Learning Oativities: Lesson 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)	Language Arts (2015)	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]
Activities: Lesson Plans: 6 Multimedia: 0 Unit Plans: 1 English Language Arts (2015) Grade(s): 9 All Resources: Learning Activities: Lesson Plans: 0 English Language Arts (2015) Grade(s): 9 All Resources: Learning Activities: Lesson Plans: 0 English Language Arts (2015) Grade(s): 9 All Resources: Learning Activities: Lesson Plans: 0 English Language Arts (2015) Grade(s): 9 All Resources: Learning Artivities: Lesson 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)	All 7	
Multimedia: 0 Unit Plans: 1 English Language Arts (2015) Grade(s): 9 All Resources: Learning Activities: Language Arts (2015) English Canguage Arts (2015) Grade(s): 9 All Resources: Learning Activities: Lesson 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) All Resources: Learning Activities: Lesson Plans: 0	Activities:	
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Activities: Lesson Plans: 2 Multimedia: 1 Unit Plans: 0 English Language Arts (2015) Grade(s): 9 All Resources: Learning Activities: Lesson Plans: 0 Activities: Lesson Plans: 0 Activities: 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)	4	
Multimedia: 1 Unit Plans: 0 English Language Arts (2015) Grade(s): 9 All Resources: Learning Activities: Lesson 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)		
Unit Plans: 0 English Language Arts (2015) Grade(s): 9 All Resources: Learning Activities: Lesson 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)		
English Language Arts (2015) Grade(s): 9 All Resources: Learning Activities: 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)		
All Resources: Learning Activities: Lesson Plans: 0	English Language Arts (2015)	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
Activities: Lesson Plans: 0	All	
	9 11 1	
Multimodia		
	Multimedia: 0	
Unit Plans: 0 Range of Reading and Level of Text Complexity		

Range of Reading and Level of Text Complexity

English Language Arts (2015)Grade(s): 9 All 9 Resources:

Learning **Activities:** Lesson Plans: 7 Multimedia: 0 Unit Plans:

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]

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.9-10.1]

Grade(s): 9

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims.

Resources: Learning Activities: 0

and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. [W.9-10.1a]

Lesson 20 Plans:

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]

Multimedia: 0
Unit Plans: 1

- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.9-10.1c]
- 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]
- e. Provide a concluding statement or section that follows from and supports the argument presented. [W.9-10.1e]

English Language Arts (2015) 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]

Grade(s): 9

Resources:

Learning

²⁹ in

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]

Activities: 2
Lesson
Plans: 2

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.9-10.2b]

Multimedia: 0 Unit Plans: 0

- 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]
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]
- 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]
- 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]

English Language Arts (2015) 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]

Grade(s): 9 All Resources: 30	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]
Learning Activities: Lesson 28	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]
Plans: 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	n and Distribution of Writing
English Language Arts (2015) Grade(s): 9	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]
All Resources: 21	
Learning 2 Activities: 2	
Lesson 19 Plans:	
Multimedia: 0 Unit Plans: 0	
English Language Arts (2015) Grade(s): 9	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]
All Resources: 12	
Learning O	
Lesson Plans: Multimedia: 0	
Unit Plans: 1	
(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	
Resources: 19	
Activities:	
Lesson 14	

Plans:	
Multimedia: 0	
Unit Plans: 0	
Research	to Build and Present Knowledge
English Language Arts (2015) Grade(s): 9	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.9-10.7]
All Resources: 3	
Learning Activities: 3	
Lesson 2 Plans:	
Multimedia: 5	
Unit Plans: 1	
English Language Arts (2015) Grade(s): 9	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]
Resources: 3.	
Learning 5 Activities: 5	
Lesson 22.	
Multimedia: 8	
Unit Plans: 0	
English Language Arts (2015)	Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9]
Grade(s): 9	a. Apply Grade 9 Reading standards to literature (e.g., "Analyze how an author draws or
All Resources: 29	or topic from Ovid or the bible or now a later author draws on a play by Shakespearej).
Learning O Activities:	[W.9-10.9a]
Lesson 28 Plans:	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

Range of Writing

reasoning"). [W.9-10.9b]

English Language Arts (2015)Grade(s): 9

Multimedia: 0

Unit Plans: 1

All 5 Resources: Learning 1

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]

Activities:	
Lesson Plans:	4
Multimedia:	0
Unit Plans:	0

Speaking and Listening Standards Comprehension and Collaboration

English Language Arts (2015)Grade(s): 9

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 9 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]

All

Resources: Learning

2

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]

Lesson Plans:

Activities:

Multimedia: 0 Unit Plans: 0

- ²⁴ 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 guestions 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): 9

All

15 Resources: Learning 3

Activities: Lesson

Plans: Multimedia: 0 Unit Plans: 0

12

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): 9

All 13 Resources:

Learning **Activities:** Lesson 11

Plans:

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]

Multimedia: 0	
Unit Plans: 1	
Presentat	ion of Knowledge and Ideas
English Language Arts (2015)	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]
Grade(s): 9	
All Resources:	7
Learning Activities: 2	
Lesson Plans:	4
Multimedia: 0	
Unit Plans: 1	
English Language Arts (2015)	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]
Grade(s): 9	
All Resources: 20	
Learning Activities: 5	
Lesson Plans:	5
Multimedia: 0	
Unit Plans: 0	
English Language Arts (2015)	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]
Grade(s): 9	
All Resources:	
Learning (Activities:	
Lesson Plans:	
Multimedia: (
Unit Plans: (

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 it rigor.

For standard 36:

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

For standard 37:

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

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 All Resources:	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)
Activities:	b. Apply rules of subject-verb agreement with the subjunctive mood. (Alabama)
Lesson Plans: 3 Multimedia: 0	c. Use parallel structure.* [L.9-10.1a]
Unit Plans: 0	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	
	b. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related
2007.11.15	independent clauses. [L.9-10.2a]
Activities:	
	c. Use a colon to introduce a list or quotation. [L.9-10.2b]
Multimedia: 0	d Chall parroothy [1, 0, 40, 0a]
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:

Learning Activities: 0
Lesson Plans: 5
Multimedia: 0
Unit Plans: 0

Grade	Standard Number	Content		
3	39.a	Choose words and phrases for effect.* [L.3.3a]		
4	38.f	Produce complete sentences, recognizing and correcting inapp fragments and run-ons.* [L.4.1f]		
4	40.a	Choose words and phrases to convey ideas precisely.*[L.4.3a]		
6	39.b	Maintain consistency in style and tone.* [L.6.3b]		
7	38.a	Choose language that expresses ideas precisely and concisely, and eliminating wordiness and redundancy.* [L.7.3a]		
8	36.e	Recognize and correct inappropriate shifts in verb voice and m		
English Language Arts (2015)	to make effecti	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:	a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern Language Association's MLA Handbook, Turabian's A Manual for Writers)			

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]
	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]
Activities:	b. Identify and correctly use patterns of word changes that indicate different meanings or

appropriate for the discipline and writing type. [L.9-10.3a]

Lesson Plans: 4 Multimedia: 1	parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). [L.9-10.4b]
Unit Plans: 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, 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)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5]
Grade(s): 9 All Resources:	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L.9-10.5a]
Learning Activities:	b. Analyze nuances in the meaning of words with similar denotations. [L.9-10.5b]
Lesson Plans: 4 Multimedia: 3	
Unit Plans: 0	
(2015)	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]
All 4 Resources:	
Learning O Activities:	
Lesson Plans: 4	
Multimedia: 0	

Reading Standards for Literature **Key Ideas and Details**

develop the theme. [RL.9-10.3]

English Language Arts (2015)Grade(s): 10

All

ite 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]

Learning 1 Activities: Lesson

Resources:

23 Plans:

27

Multimedia: 2 Unit Plans: 1

English Language Arts (2015)

Grade(s): 10

All

33 Resources: Learning

0 **Activities:** Lesson

30 Plans: Multimedia: 3

Unit Plans: 0

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

betermine 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]

English Language Arts (2015)Grade(s): 10

All 27 Resources:

Learning **Activities:**

24 Plans: Multimedia: 2

Lesson

Unit Plans: 0

Craft and Structure

English Language Arts (2015)

Grade(s): 10 All

38 Resources: Learning **Activities:**

Lesson 35

betermine 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]

\$ 1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-	
Plans:	
Multimedia: 2	
Unit Plans: 0	
English Language Arts (2015)	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]
Grade(s): 10	
All 15	
Resources: Learning	
Activities:	
Lesson Plans:	
Multimedia: 2	
Unit Plans: 0	
English Language Arts (2015) Grade(s): 10	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)
All Resources: 19	
Learning O Activities:	
Lesson Plans:	
Multimedia:	
Unit Plans: 0	
	n of Knowledge and Ideas
English Language Arts (2015)	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 Landscape with the Fall of Icarus). [RL.9-10.7]
Grade(s): 10	
All Resources: 9	
Learning Activities:	
Lesson Plans: 9	
Multimedia: 0 Unit Plans: 0	
	Analyza hayyan aythar draya an and transforms acyrea material in a analific year (a a
Language Arts	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
(2015)	authors draw upon the Bible for religious themes and issues). [RL.9-10.9] (Alabama)
Grade(s): 10	
Grade(s): 10 All Resources:	
Grade(s): 10 All Resources: Learning Activities:	
Grade(s): 10 All Resources: Learning	

Unit Plans: 0 Range of Reading and Level of Text Complexity By the end of Grade 10, read and comprehend literature, including stories, dramas, and English poems, at the high end of the Grades 9-10 text complexity band independently and Language Arts proficiently. [RL.9-10.10] (2015)Grade(s): 10 All 21 Resources: Learning 0 **Activities:** Lesson 21 Plans: Multimedia: 0 Unit Plans: 0 Reading Standards for Informational Text **Key Ideas and Details** Cite strong and thorough textual evidence to support analysis of what the text says English explicitly as well as inferences drawn from the text. [RI.9-10.1] Language Arts (2015)Grade(s): 10 All 11 Resources: Learning 1 **Activities:** Lesson 9 Plans: Multimedia: 1 Unit Plans: 0 Determine a central idea of a text and analyze its development over the course of the English text, including how it emerges and is shaped and refined by specific details; provide an Language Arts objective summary of the text. [RI.9-10.2] (2015)Grade(s): 10 All 11 Resources: Learning 0 Activities: Lesson 11 Plans: Multimedia: 0 Unit Plans: 0 Analyze how the author unfolds an analysis or series of ideas or events, including the English order in which the points are made, how they are introduced and developed, and the Language Arts connections that are drawn between them. [RI.9-10.3] (2015)Grade(s): 10 All 6

Resources: Learning

Activities:

0

Lesson Plans:	6	
Multimedia:	0	
Unit Plans:	0	
Craft and	5	Structure
English Language Arts (2015)		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
Grade(s): 10		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)		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]
Grade(s): 10		
All Resources:	2	
Learning Activities:	0	
Lesson Plans:	2	
Multimedia:	0	
Unit Plans:	0	
English Language Arts (2015)		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]
Grade(s): 10		
All Resources:	6	
Learning Activities:	0	
Lesson Plans:	5	
Multimedia:	1	
Unit Plans:	0	
lntaavatia		of Knowledge and Ideas

Integration of Knowledge and Ideas

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

Activities:
Lesson Plans: 7
Multimedia: 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]

Unit Plans:	0	
English Language Arts (2015)	5	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]
Grade(s): 10		
All Resources:	7	
Learning Activities:	0	
Lesson Plans:	7	
	0	
Unit Plans:	0	
English Language Arts (2015) Grade(s): 10		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]
All Resources:	5	
Learning Activities:	0	
Lesson Plans:	5	
	0	
English		Analyze seventeenth-, eighteenth-, and nineteenth-century foundational United States
Language Arts (2015)	anna dinavo	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]
Grade(s): 10	ancicolor de la constanta	maugural Address) for their thernes, purposes, and metorical leatures. [KI. 11-12.9]
All Resources:	8	
Learning Activities:	0	
Lesson Plans:	8	
	0	
Unit Plans:	0	
Range of	R	eading and Level of Text Complexity
English		By the end of Grade 10, read and comprehend literary nonfiction at the high end of the
Language Arts (2015)		Grades 9-10 text complexity band independently and proficiently. [RI.9-10.10]
Grade(s): 10		
All Resources:	9	
Learning Activities:	0	
Lesson Plans:	9	
	0	
Unit Plans:	0	

Text Type:	s 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.9-10.1]
Grade(s): 10 All Resources:	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]
Learning O Activities: Lesson Plans:	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]
Multimedia: 0 Unit Plans: 0	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]
	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]
	e. Provide a concluding statement or section that follows from and supports the argumen presented. [W.9-10.1e]
English Language Arts (2015) Grade(s): 10	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]
All Resources: 23	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]
Activities: Lesson Plans: Multimedia: 1	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]
Unit Plans: 1	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]
	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]
	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]
	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]

English Language Arts (2015) Grade(s): 10 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]

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

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: Multimedia:	19 0	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]
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]
Draduati		a and Diotribution of Waiting
Froducu	O.	n and Distribution of Writing
English Language Art (2015)	S	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		
Resources:	25	
Learning Activities:	0	
Lesson Plans:	23	
Multimedia:	0	
Unit Plans:	2	
English Language Art (2015) Grade(s): 10	s	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]
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	10	
Multimedia:	0	

Unit Plans: 1 Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question English (including a self-generated question) or solve a problem; narrow or broaden the inquiry Language Arts when appropriate; and synthesize multiple sources on the subject, demonstrating (2015)understanding of the subject under investigation. [W.9-10.7] Grade(s): 10 All 16 Resources: Learning 2 **Activities:** Lesson 7 Plans: Multimedia: 6 Unit Plans: 1 Gather relevant information from multiple authoritative print and digital sources, using English advanced searches effectively; assess the usefulness of each source in answering the Language Arts research question; and integrate information into the text selectively to maintain the flow (2015)of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8] Grade(s): 10 All 23 Resources: Learning 2 **Activities:** Lesson 15 Plans: Multimedia: 6 Unit Plans: 0 Draw evidence from literary or informational texts to support analysis, reflection, and English research. [W.9-10.9] Grade(s): 10

Language Arts (2015)

All Resources: Learning **Activities:**

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 16 theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare"]. [W.9-10.9a]

Lesson Plans: Multimedia: 0

Unit Plans: 0

b. Apply Grade 10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate 15 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)

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]

Grade(s): 10

All 4 Resources:

Learning **Activities:**

Lesson Plans: 4

Multimedia:	0
Unit Plans:	0

Speaking and Listening Standards Comprehension and Collaboration

English Language Arts (2015)Grade(s): 10

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]

All Resources: Learning

2

Lesson Plans: Multimedia: 0

Unit Plans: 0

Activities:

- 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.9-10.1a1
- 21 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.9-10.1dl

English Language Arts (2015)

Grade(s): 10

All

Resources:

Learning 2 Activities: Lesson

13

11 Plans: 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

6 Resources: Learning **Activities:**

Lesson Plans: 5 Multimedia: 0

Unit Plans:

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

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 it rigor.

For standard 37:

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

For standard 38:

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

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			
	b. Use various types of phrases (noun, verb, adjectival, adverbial, participial,		
Learning	prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. [L.9-		
1			
Lesson Plans: 3	[10.1b]		
Multimedia: 1			
Unit Plans: 0	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]
	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]
Learning O	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:

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

1	
, 0 0	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 MLA Handbook for Writers of Research Papers,
	American Psychological Association's <i>Publication Manual of the American Psychological Association</i>) appropriate for the discipline and writing type. [L.9-10.3a]
Lesson Plans:	
Multimedia: 0	
Unit Plans: 0	

Vocabulary Acquisition and Use

"The following italicized standard from Grades 3-8 should have continued attention with incrigor.

For standard 42:

Grade	Standard Number	Content
3	39.a	Choose words and phrases for effect.* [L.3.3a]"
English Language Arts (2015)		ify the meaning of unknown and multiple-meaning words and phrases 10 reading and content, choosing flexibly from a range of strategies.
Grade(s): 10 All Resources: Learning Activities:		g., the overall meaning of a sentence, paragraph, or text; a word's n in a sentence) as a clue to the meaning of a word or phrase. [L.9-
Lesson Plans: 3 Multimedia: 2		rectly use patterns of word changes that indicate different meanings or e.g., analyze, analysis, analytical; advocate, advocacy). [L.9-10.4b]
Unit Plans: 0	thesauruses), bot	I and specialized reference materials (e.g., dictionaries, glossaries, h print and digital, to find the pronunciation of a word or determine or meaning, its part of speech, or its etymology. [L.9-10.4c]
		ninary determination of the meaning of a word or phrase (e.g., by red meaning in context or in a dictionary). [L.9-10.4d]
English Language Arts (2015)	Demonstrate und word meanings. [l	erstanding of figurative language, word relationships, and nuances in9-10.5]
Grade(s): 10	a. Interpret figures role in the text. [L.	of speech (e.g., euphemism, oxymoron) in context and analyze their 9-10.5a]
Learning Activities: 0	b. Analyze nuance	es in the meaning of words with similar denotations. [L.9-10.5b]
Lesson Plans: 2 Multimedia: 2 Unit Plans: 0		
Language Arts (2015)	sufficient for readilevel; demonstrate	accurately general academic and domain-specific words and phrases, ng, writing, speaking, and listening at the college and career readiness independence in gathering vocabulary knowledge when considering a portant to comprehension or expression. [L.9-10.6]
All Resources:		
Activities: Lesson Plans: 3 Multimedia: 0		
Unit Plans: 0		

Reading Standards for Literature Key Ideas and Details

English Language Arts (2015) Grade(s): 11

Resources: Learning 26

1

All

ite 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]

Activities:
Lesson
Plans:

Multimedia: 1
Unit Plans: 1

English Language Arts (2015)

Grade(s): 11

Resources: 26

Learning O Activities:

Plans: 23
Multimedia: 2
Unit Plans: 1

English Language Arts (2015)

Grade(s): 11

All Resources: 32

Learning 3

Activities: 3 Lesson 27

Plans: 2
Multimedia: 2
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]

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]

Craft and Structure

English Language Arts (2015) Grade(s): 11

All Resources: 40

Learning Activities:

Lesson 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]

Plans:	
Multimedia: 2	
Unit Plans: 0	
English Language Arts (2015)	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.
Grade(s): 11	[RL.11-12.5]
All Resources: 22	
Learning Activities:	
Lesson Plans: 21	
Multimedia: 0	
Unit Plans: 0	
English Language Arts (2015)	nalyze 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]
Grade(s): 11	
All Resources: 18	
Learning 2 Activities:	
Lesson Plans:	
Multimedia: 1	
Unit Plans: 0	
Integration	of Knowledge and Ideas
English	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live

English
Language Arts
(2015)
Grade(s): 11

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]

Learning O Activities: Lesson Plans: 21

Resources:

Multimedia: 0
Unit Plans: 0

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)

English Language Arts (2015)

Grade(s): 11

Resources:
Learning
Activities:
Lesson 21

P	
Plans:	
Multimedia: 1	
Unit Plans: 0	
Range of I	Reading and Level of Text Complexity
English	By the end of Grade 11, read and comprehend literature, including stories, dramas, and
Language Arts	poems, in the Grades 11-College and Career Readiness (CCR) text complexity band
(2015)	proficiently, with scaffolding as needed at the high end of the range. [RL.11-12.10]
Grade(s): 11	
Resources: 25	
Learning Activities:	
Lesson 22	
Plans: Multimedia: 2	
Unit Plans: 0	
Reading	Standards for Informational Text
Key Ideas	and Details
English	Cite strong and thorough textual evidence to support analysis of what the text says
Language Arts	explicitly as well as inferences drawn from the text, including determining where the text
(2015)	leaves matters uncertain. [RI.11-12.1]
Grade(s): 11 All	
Resources:	
Learning O	
Lesson Plans:	
Multimedia:	
Unit Plans: 0	
English	Determine two or more central ideas of a text and analyze their development over the
Language Arts	course of the text, including how they interact and build on one another to provide a
(2015)	complex analysis; provide an objective summary of the text. [RI.11-12.2]
Grade(s): 11	
All Resources:	
Learning Activities:	
Lesson	
Plans:	
Multimedia: 0	
Unit Plans: 0	
English	Analyze a complex set of ideas or sequence of events and explain how specific
Language Arts (2015)	individuals, ideas, or events interact and develop over the course of the text. [RI.11-12.3]
(2013) Grade(s): 11	
· · · · · · · · · · · · · · ·	

All Resources:

Learning Activities: 2	
Lesson 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	Analyze and avaluate the effectiveness of the atrusture an author uses in his or her
English Language Arts (2015)	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]
Grade(s): 11	
All Resources: 6	
Learning Activities:	
Lesson Plans: 4	
Multimedia: 1 Unit Plans: 0	
	Determine an author's point of view or purpose in a text in which the rhetoric is
English Language Arts (2015)	particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. [RI.11-12.6]
Grade(s): 11	
All Resources: 14	
Learning Activities:	
Lesson 11 Plans:	
Multimedia: 2	

Integration of Knowledge and Ideas

English Language Arts (2015) Grade(s): 11

Unit Plans: 0

Graue(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]

Learning Activities:	
Lesson Plans: 5	
Multimedia: 0	
Unit Plans: 1	
	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)

Grade(s): 11

By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.11-12.10]

Writing Standards Text Types and Purposes

7

0

All

Resources: Learning

Activities:
Lesson Plans: 7
Multimedia: 0
Unit Plans: 0

English

Language Arts (2015)	valid reasoning and relevant and sufficient evidence. [W.11-12.1]
Grade(s): 11	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
Resources: 19	logically sequences claim(s), counterclaims, reasons, and evidence. [W.11-12.1a]
Learning Activities: 0	b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant
Lesson Plans:	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.
Multimedia: 1	[W.11-12.1b]
Unit Plans: 1	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]
	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]

Write arguments to support claims in an analysis of substantive topics or texts, using

	e. Provide a concluding statement or section that follows from and supports the argumer presented. [W.11-12.1e]
English Language Arts (2015) Grade(s): 11	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]
All 20 Resources: Learning Activities:	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]
Lesson 17 Plans: Unit Plans: 2	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]
	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]
	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]
	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]
	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]
English Language Arts (2015)	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]
Grade(s): 11 All Resources:	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]
Learning O Activities: Lesson 10	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]
Multimedia: 1	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]
	d. Use precise words and phrases, telling details, and sensory language to convey a vivic picture of the experiences, events, setting, and/or characters. [W.11-12.3d]
	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]

English 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 Language Arts are defined in standards 19-21 above.) [W.11-12.4] (2015)Grade(s): 11 All 28 Resources: Learning 2 Activities: Lesson 23 Plans: Multimedia: 1 Unit Plans: 2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or English Language Arts 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 (2015)three standards in the Language strand in Grades K-11.) [W.11-12.5] Grade(s): 11 All 15 Resources: Learning 0 **Activities:** Lesson 15 Plans: Multimedia: 0 Unit Plans: 0 Use technology, including the Internet, to produce, publish, and update individual or English shared writing products in response to ongoing feedback, including new arguments or Language Arts information. [W.11-12.6] (2015)Grade(s): 11 All 13 Resources: Learning 3 Activities: Lesson Plans: Multimedia: 1 Unit Plans: 0

Research to Build and Present Knowledge

English Language Arts (2015)Grade(s): 11

25 Resources:

Learning 2 **Activities:**

Lesson

13 Plans: 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]

English Language Arts (2015)Grade(s): 11

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]

All 23 Resources: Learning 1 **Activities:**

Lesson

17 Plans:

Multimedia: 5 Unit Plans: 0

> Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.11-12.9]

English Language Arts (2015)

Grade(s): 11

All Resources:

Learning **Activities:** Lesson

Plans: Multimedia: 0

Unit Plans: 0

a. Apply Grade 11 Reading standards 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 Grade 11 Reading standards to literary nonfiction (e.g., Analyze seminal United 24 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

4 Resources: Learning Activities: Lesson Plans: 4

Multimedia: 0 **Unit Plans:**

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]

Speaking and Listening Standards Comprehension and Collaboration

English Language Arts (2015)Grade(s): 11

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 11 topics, texts, and issues. building on others' ideas and expressing their own clearly and persuasively. [SL.11-12.1]

All Resources:

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]

Learning Activities: Lesson

Plans:

2

23 b. Work with peers to promote civil, democratic discussions and decision-making, set

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]

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 12

Resources: Learning Activities:

Lesson 11 Plans:

Multimedia: 0 Unit Plans: 0

English Language Arts (2015)

Grade(s): 11 All

18 Resources: Learning 2 **Activities:**

14

Lesson Plans:

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]

Presentation of Knowledge and Ideas

English Language Arts (2015)Grade(s): 11

All 15 Resources: Learning 0

Activities: Lesson 14 Plans:

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]

English

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive

Language Arts (2015)	elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.11-12.5]
Grade(s): 11	
All Resources: 16	
Learning Activities:	
Lesson Plans:	
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]
Grade(s): 11	
All Resources: 4	
Learning Activities:	
Lesson Plans: 4	
Multimedia: 0	
Unit Plans: 0	

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

For standard 36:

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

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 All Resources: 3	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. [L.11-12.1a]
Learning Activities:	b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
Lesson Plans: 1	[L.11-12.1b]
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 1	
Resources:	b. Spell correctly. [L.11-12.2b]
Learning Activities:	
Lesson Plans: 0	
Multimedia: 0	
Unit Plans: 0	

Knowledge of Language

Standard

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

For standard 37:

Grade	Number	Content		
6	39.b	Maintain consistency in style and tone.* [L.6.3b]"		
English Language Arts (2015) Grade(s): 11	to make effective reading or listening	of language to understand how language functions in different contexts, choices for meaning or style, and to comprehend more fully when eg. [L.11-12.3] reffect, consulting references (e.g., Tufte's Artful Sentences: Syntax as		
Resources: Learning Activities:	Style) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. [L.11-12.3a]			
Lesson Plans: 5	***************************************			
Multimedia: 0	manufacture of the state of the			
Unit Plans: 0	-			

Vocabulary Acquisition and Use

The following italicized standard from Grades 3-9 should have continued attention with incr

For standard 40:

Grade	Standard Number	Content
3	39.a	Choose words and phrases for effect.* [L.3.3a]
English Language Art (2015)	1	clarify the meaning of unknown and multiple-meaning words and phrases de 11 reading and content, choosing flexibly from a range of strategies.
Grade(s): 11	a. Use context	(e.g., the overall meaning of a sentence, paragraph, or text; a word's

Resources: Learning Activities:	position or function in a sentence) as a clue to the meaning of a word or phrase. [L.11-12.4a]
Lesson Plans: 0 Multimedia: 2 Unit Plans: 0	parts of speech (e.g., conceive, conception, conceivable). [L.11-12.4b]
Unit Plans: 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)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]
Grade(s): 11 All Resources: 6	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. [L.11-12.5a]
Learning O	b. Analyze nuances in the meaning of words with similar denotations. [L.11-12.5b]
Lesson Plans: 5	
Multimedia: 1	
Unit Plans: 0	
English Language Arts (2015)	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
Grade(s): 11	word or phrase important to comprehension or expression. [L.11-12.6]
All Resources: 5	
Learning Activities:	
Lesson Plans: 3	
Multimedia:	
Unit Plans: 0	

Reading Standards for Literature **Key Ideas and Details**

English Language Arts (2015)Grade(s): 12

All

lite 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]

Learning 1 **Activities:**

Resources:

16

Lesson 14 Plans:

Multimedia: 1 Unit Plans: 0

English Language Arts (2015)

Grade(s): 12

All 17 Resources:

Learning **Activities:**

Lesson 15 Plans:

Multimedia: 0 Unit Plans: 0

Language Arts

Grade(s): 12

All

English

(2015)

18 Resources: Learning **Activities:**

Lesson 17 Plans: 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]

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]

Craft and Structure

English Language Arts (2015)

Grade(s): 12

All 32 Resources: Learning

Activities: Lesson 31

betermine 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.11-12.41

Plans: Multimedia Unit Plans:		
1		
English Language At (2015) Grade(s): 12		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]
All		
Resources:	15	
Learning Activities:	0	
Lesson Plans:	15	
Multimedia	0	
Unit Plans:	0	
English Language Ar (2015) Grade(s): 12	ts	nalyze 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]
All		
Resources:	9	
Learning Activities:	1	
Lesson Plans	s: 8	
Multimedia:	0	
Unit Plans:	0	
	1010.6815	of Knowledge and Ideas
	on	nalyze multiple interpretations of a story, drama, or poem (e.g., recorded or live
Integrati	on ts	
Integrati English Language Ar	on ts	nalyze 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
Integrati English Language Ar (2015)	on ts	nalyze 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
Integrati English Language Ar (2015) Grade(s): 12 All	on ts	nalyze 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
English Language Ar (2015) Grade(s): 12 All Resources: Learning	on ts	nalyze 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
English Language Ar (2015) Grade(s): 12 All Resources: Learning Activities: Lesson Plans:	on tts	nalyze 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
Integrati English Language Ar (2015) Grade(s): 12 All Resources: Learning Activities: Lesson	11 10 0	nalyze 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
English Language Ar (2015) Grade(s): 12 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans: English Language Art (2015)	on tts 11 10 0 0	nalyze 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
English Language Ar (2015) Grade(s): 12 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans: English Language Art	on tts 11 10 0 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) 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
English Language Ar (2015) Grade(s): 12 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans: English Language Art (2015)	on tts 11 10 0 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) 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
English Language Ar (2015) Grade(s): 12 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans: English Language Art (2015) Grade(s): 12 All	11 1 10 0 0 css	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) 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

Multimedia: 2 Unit Plans: 0 Range of Reading and Level of Text Complexity English 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 Language Arts (2015)complexity band independently and proficiently. [RL.11-12.10] Grade(s): 12 All 22 Resources: Learning 1 **Activities:** Lesson 19 Plans: Multimedia: 2 Unit Plans: 0 Reading Standards for Informational Text **Key Ideas and Details** English 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 Language Arts leaves matters uncertain. [RI.11-12.1] (2015)Grade(s): 12 All 8 Resources: Learning 0 **Activities:** Lesson Plans: 7 Multimedia: 1 **Unit Plans:** English 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 Language Arts complex analysis; provide an objective summary of the text. [RI.11-12.2] (2015)Grade(s): 12 All 9 Resources: Learning 0 **Activities:** Lesson Plans: 9 Multimedia: 0 **Unit Plans:**

English Language Arts (2015) Grade(s): 12

All .

Resources: Learning Activities:

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 Determine the meaning of words and phrases as they are used in a text, including English figurative, connotative, and technical meanings; analyze how an author uses and refines Language Arts the meaning of a key term or terms over the course of a text (e.g., how Madison (2015)defines faction in The Federalist No. 10). [RI.11-12.4] Grade(s): 12 All 3 Resources: Learning 0 Activities: Lesson Plans: 3 Multimedia: 0 **Unit Plans:** Analyze and evaluate the effectiveness of the structure an author uses in his or her English Language Arts exposition or argument, including whether the structure makes points clear, convincing, and engaging. [RI.11-12.5] (2015)Grade(s): 12 All 2 Resources: Learning 0 **Activities:** Lesson Plans: 2 Multimedia: 0 **Unit Plans:** Determine an author's point of view or purpose in a text in which the rhetoric is English particularly effective, analyzing how style and content contribute to the power, Language Arts persuasiveness, or beauty of the text. [RI.11-12.6] (2015)Grade(s): 12 All 2 Resources: Learning 0 **Activities:** Lesson Plans: 2 Multimedia: 0

Integration of Knowledge and Ideas

English Language Arts (2015)Grade(s): 12

Unit Plans:

All

6 Resources: Learning

Activities: Lesson Plans: 5 Multimedia: 1 Unit Plans:

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

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., The Federalist, presidential addresses). [RI.11-12.8]

All Resources:

Learning 0 **Activities:**

Lesson Plans: 1 Multimedia: 0 **Unit Plans:**

Range of Reading and Level of Text Complexity

English Language Arts (2015)

Grade(s): 12

All

5 Resources: Learning

0 **Activities:**

Multimedia: 0

Lesson Plans: 5

Unit Plans:

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]

Writing Standards **Text Types and Purposes**

English Language Arts (2015)

Grade(s): 12

All

Resources:

Learning **Activities:**

Lesson Plans:

Multimedia: 0 Unit Plans: 0

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]

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]

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]

e. Provide a concluding statement or section that follows from and supports the argument presented. [W.11-12.1e]

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 (2015) Grade(s): 12 analysis of content. [W.11-12.2]

All Resources:
Learning Activities:

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]

Lesson Plans: 9
Multimedia: 0
Unit Plans: 0

- 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]
- 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]
- 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]
- 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]
- 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]

English Language Arts (2015) 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]

Grade(s): 12 All 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]

Resources: Learning Activities: Lesson

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]

Plans:
Multimedia: 0
Unit Plans: 0

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]

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]

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]

Production and Distribution of Writing

English Language Arts (2015) Grade(s): 12 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]

All

20

Resources:	
Learning Activities: 3	
Lesson Plans:	
Multimedia: 0	
Unit Plans: 0	
English Language Arts (2015) Grade(s): 12	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]
All Resources: 13	
Learning 3 Activities: 3	
Lesson 10 Plans:	
Multimedia: 0 Unit Plans: 0	
	Use technology, including the Internet, to produce, publish, and update individual or
English Language Arts	shared writing products in response to ongoing feedback, including new arguments or
(2015) Grade(s): 12	information. [W.11-12.6]
ΔII	
Resources: 12	
Learning 4 Activities:	
Lesson 8 Plans:	
Multimedia: 0	
Unit Plans: 0	
Research t	o Build and Present Knowledge
(2015)	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]
All Resources:	
Learning Activities:	
Lesson Plans:	
Multimedia: 6 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

Resources:
Learning
Activities:
Lesson
Plans:
Multimedia: 5
Unit Plans: 0

English Language Arts (2015) Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.11-12.9]

Grade(s): 12
All

a. Apply *Grade 12 Reading standards* 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)

Resources: Learning Activities: 2

Lesson 13
Plans:
Multimedia: 1

Unit Plans: 0

b. Apply *Grade 12 Reading standards* 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., *The Federalist*, presidential addresses]"). [W.11-12.9b]

Range of Writing

English Language Arts (2015) 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]

Grade(s): 12
All

Resources:
Learning
Activities:
Lesson Plans: 4

Multimedia: 0 Unit Plans: 0

Speaking and Listening Standards Comprehension and Collaboration

English Language Arts (2015) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. [SL.11-12.1]

Grade(s): 12

Activities:

All Resources:

Lesson
Plans:
Multimedia: 0

Unit Plans: 0

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,

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): 12 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: 13

Learning 4
Activities:

Plans:
Multimedia: 0
Unit Plans: 0

English Language Arts (2015)

Grade(s): 12

Resources: 12
Learning
Activities:

Lesson Plans: Multimedia: 0

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]

Presentation of Knowledge and Ideas

English Language Arts (2015)

Grade(s): 12

All Resources:
Learning Activities:

Lesson Plans: 4 Multimedia: 0

Unit Plans: 0

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]

English Language Arts (2015)

Grade(s): 12 **All** 18

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]

Resources: Learning Activities:	5	
Lesson Plans:	13	
Multimedia:	0	
Unit Plans:	0	
English Language Arts (2015)		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]
Grade(s): 12		
All Resources:	2	
Learning Activities:	0	
Lesson Plans:	2	
Multimedia:	0	
Unit Plans:	0	

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

For standard 36:

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

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

For standard 37:

SANSANTANIAN MARKANIAN AND AND AND AND AND AND AND AND AND A	Grade	Standard Number	Content
O'red describer or describer	6	39.b	Maintain consistency in style and tone.* [L.6.3b]"

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:
Learning Activities:

Lesson Plans: 6 Multimedia: 0 Unit Plans: 0

a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences: Syntax as Style*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. [L.11-12.3a]

Vocabulary Acquisition and Use

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

For standard 40:

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

English		L
Language Arts	ł	0

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 12 reading and content*, choosing flexibly from a range of strategies.

(2015)	[L.11-12.4]
Grade(s): 12	
All 2	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's
Resources:	position of function in a sentence) as a cide to the meaning of a word of phrase. [L. 11-
Learning	[12.4a]
Activities: Lesson Plans: 0	b. Identify and correctly use patterns of word changes that indicate different meanings or
Multimedia: 1	parts of speech (e.g., conceive, conception, conceivable). [L.11-12.4b]
Unit Plans: 0	
Cint Finals.	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	Demonstrate understanding of figurative language, word relationships, and nuances in
Language Arts	word meanings. [L.11-12.5]
(2015)	
Grade(s): 12	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role
All Basaumassa 6	in the text. [L.11-12.5a]
Resources: Cearni	b. Analyze nuances in the meaning of words with similar denotations. [L.11-12.5b]
ng Activities:	2.7 mary 20 married in the mounting of words with similar deficitations. [2.11 12.05]
Lesson Plans: 5	
Multimedia:	
Unit Plans: 0	
English Language Arts (2015) Grade(s): 12	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]
All 10	
Learning 0	
Activities:	
Lesson 9 Plans:	
Multimedia:	
Unit Plans: 0	

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

Craft and Structure

27

Resources: Learning Activities: Lesson

Multimedia: 9 Unit Plans: 0

Plans:

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

Integration of Knowledge and Ideas

English Language Arts (2015)

Grade(s): 7

All

Resources: 14

Resources:

Activities: 0

Lesson Plans:

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]

compare and contrast a fictional portrayal of a time, place, or character and a historical English account of the same period as a means of understanding how authors of fiction use or Language Arts alter history, [RL.7.9] (2015)Grade(s): 7 All 10 Resources: Learning 1 **Activities:** Lesson 7 Plans: Multimedia: 2 Unit Plans: 0

Range of Reading and Level of Text Complexity

English
Language Arts
(2015)
Grade(s): 7

Sy 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]

Learning 2
Activities: Lesson 31
Plans:

Resources:

34

All

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]

All Resources: 25
Learning Activities: 0

Grade(s): 7

Lesson 25

Multimedia: 0
Unit Plans: 0

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]

English Language Arts (2015) Grade(s): 7

All 14

Resources:
Learning
Activities:

Lesson 14

Plans: Multimedia: 0	
Unit Plans: 0	
English Language Arts (2015)	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]
Grade(s): 7	
All Resources: 20	
Learning O Activities:	
Plans:	
Multimedia: 1	
Unit Plans: 0	
Craft and	
English Language Arts (2015)	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]
Grade(s): 7	
All Resources:	
Learning O Activities:	
Lesson 11 Plans:	
Multimedia: 0	
Unit Plans: 0	
English Language Arts (2015) Grade(s): 7	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]
All Resources: 10	
Learning O	
Lesson 9 Plans:	
Multimedia: 1	
Unit Plans: 0	
(2015)	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]
Grade(s): 7	
All Resources: 14	
Learning O	
Lesson 11	

Plans:	
Multimedia: 3	
Unit Plans: 0	
Integration	າ of Knowledge and Ideas
English Language Arts (2015) Grade(s): 7	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]
All Resources: 13	
Learning Activities:	
Lesson Plans:	
Multimedia: 0	
Unit Plans: 0	
English Language Arts (2015)	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]
Grade(s): 7	
All Resources: 7	
Learning O	
Lesson 7 Plans:	
Multimedia: 0	
Unit Plans: 0	
English Language Arts (2015)	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]
Grade(s): 7	
All Resources: 7	
Learning O	
Lesson 7 Plans:	
Multimedia: 0	
Unit Plans: 0	
Range of F	Reading and Level of Text Complexity
(2015)	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]
Grade(s): 7	
All Resources: 18	
Learning 0	

Activities:		
Lesson	18	
Plans:		
Multimedia: Unit Plans:		
[9,955	
Writing	5	Standards
Text Typ	es	s and Purposes
English	*********	Write arguments to support claims with clear reasons and relevant evidence. [W.7.1]
Language Arts	S	
(2015)		a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the
Grade(s): 7		reasons and evidence logically. [W.7.1a]
Resources:	21	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible
Learning	3	sources and demonstrating an understanding of the topic or text. [W.7.1b]
Activities:	,	
Lesson	18	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. [W.7.1c]
Plans: Multimedia: (among claim(s), reasons, and evidence. [vv.7.1c]
Unit Plans: (d. Establish and maintain a formal style. [W.7.1d]
		e. Provide a concluding statement or section that follows from and supports the argument presented. [W.7.1e]
		presented. [vv.7.16]
English		Write informative or explanatory texts to examine a topic and convey ideas, concepts,
Language Arts		and information through the selection, organization, and analysis of relevant content.
(2015)	*************	[W.7.2]
Grade(s): 7	d desired by a primary	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and
Resources: 2	26	information, using strategies such as definition, classification, comparison or contrast, and
Learning 3		cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and
Activities:) signatura (multimedia when useful to aiding comprehension. [W.7.2a]
Lesson Plans: 2	23	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other
rians: Multimedia: 0		information and examples. [W.7.2b]
Unit Plans: 0	1	
		c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. [W.7.2c]
	-	ideas and concepts. [vv./.zc]
	***************************************	d. Use precise language and domain-specific vocabulary to inform about or explain the
		topic. [W.7.2d]
	Sample of the Sa	e. Establish and maintain a formal style. [W.7.2e]
	vorance annual state	e. Establish and maintain a formal style. [vv.1.26]
	-	f. Provide a concluding statement or section that follows from and supports the
		nformation or explanation presented. [W.7.2f]

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.7.3]

a. Engage and orient the reader by establishing a context and point of view and

English Language Arts

(2015) Grade(s): 7

All Resources: Learning 1 Activities: Lesson Plans:

introducing a narrator, characters, or both; organize an event sequence that unfolds 30 naturally and logically, [W.7.3a]

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. [W.7.3b]

Multimedia: 1 Unit Plans: 0

- 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]
- 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

54 Resources:

Learning Activities:

Lesson

53 Plans:

Multimedia: 0 Unit Plans: 0

English Language Arts (2015)

Grade(s): 7

All 32 Resources:

Learning **Activities:**

Lesson 31 Plans:

Multimedia: 0 Unit Plans: 0

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]

English Language Arts (2015)

Grade(s): 7

All 46 Resources:

Learning 1 **Activities:**

Lesson 42 Plans:

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]

Multimedia: Unit Plans:			
Researc	h	to Build and Present Knowledge	
English Language Ar (2015)	ts	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]	
Grade(s): 7 All Resources:	48		
Learning Activities:	0		
Lesson Plans:	40		
Multimedia:			
Unit Plans:	0		
English Language Art (2015)	ts	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	
Grade(s): 7		format for citation. [W.7.8]	
All Resources:	36		
Learning Activities:	1		
Lesson Plans:	31		
Multimedia:			
Unit Plans:	1		
English Language Art (2015)	S	Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.7.9]	
Grade(s): 7		a. Apply <i>Grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional	
All Resources:	20	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]	
Learning Activities:	0	b. Apply Grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the	
Lesson Plans:	20	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]	
Multimedia:	i		
Unit Plans:	0		
Range of	Range of Writing		

English Language Arts (2015)

Grade(s): 7

All

29 Resources:

Learning **Activities:**

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	g and Listening Standards Insion and Collaboration
English Language Arts (2015) Grade(s): 7 All Resources: Learning	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]
Lesson 36	b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.7.1b]
Multimedia: 0 Unit Plans: 0	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]
English Language Arts (2015) Grade(s): 7	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]
Resources: 30 Learning Activities: 1	
Lesson 15 Plans: Multimedia: 14	
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]
All Resources: 6	
Learning Activities:	
Lesson Plans: 5	
Multimedia: 0	

Presentation of Knowledge and Ideas

Unit Plans: 0

·	
English Language Arts (2015)	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]
Grade(s): 7	
All Resources: 17	
Learning Activities: 0	
Lesson Plans:	
Multimedia: 0	
Unit Plans: 0	
English Language Arts (2015)	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. [SL.7.5]
Grade(s): 7	
All Resources: 29	
Learning Activities: 3	
Lesson Plans: 25	
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 7 Language standards 36 and 38 for specific expectations.) [SL.7.6]
Grade(s): 7	
All Resources: 7	
Learning Activities:	
Lesson Plans: 6	
Multimedia: 0 Unit Plans: 0	

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)	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.7.1]
Grade(s): 7 All Resources: 23	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)

Learning Activities: b. Explain the function of phrases and clauses in general and their function in specific Lesson sentences. [L.7.1a] Plans: Multimedia: 2 c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. [L.7.1b] Unit Plans: 0 d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [L.7.1c] Demonstrate command of the conventions of Standard English capitalization, English punctuation, and spelling when writing. [L.7.2] Language Arts (2015)Grade(s): 7 a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). [L.7.2a] All 20 Resources: b. Spell correctly. [L.7.2b] Learning Activities: Lesson 17 Plans: Multimedia: 1 Unit Plans: 0

Knowledge of Language

Resources: Learning

Activities: Lesson

Multimedia: 0 Unit Plans: 0

Plans:

2

24

English
Language Arts
(2015)

Grade(s): 7
All

26

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]

Vocabulary Acquisition and Use

	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]
Grade(s): 7	
All Resources: 16	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]
Lesson Plans:	
Unit Plans: 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 or its part of speech. [L.7.4c]

	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.7.4d]
English Language Arts (2015)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.7.5]
Grade(s): 7 All Resources:	a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context [L.7.5a]
Learning Activities:	b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. [L.7.5b]
Lesson 17 Plans: Multimedia: 1 Unit Plans: 0	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). [L.7.5c]
English Language Arts (2015)	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]
Grade(s): 7 All Resources: 27	
Learning Activities:	
Lesson 14 Plans:	
Multimedia: 12 Unit Plans: 0	

English Language Arts Grade 8

Reading Standards for Literature **Key Ideas and Details** ite the textual evidence that most strongly supports an analysis of what the text says English Language Arts explicitly as well as inferences drawn from the text. [RL.8.1] (2015)Grade(s): 8 All 33 Resources: Learning 4 Activities: Lesson 26 Plans: Multimedia: 2 Unit Plans: 1 English petermine 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 Language Arts objective summary of the text. [RL.8.2] (2015)Grade(s): 8 All 45 Resources: Learning **Activities:** Lesson 32 Plans: Multimedia: 7 Unit Plans: 1 halyze how particular lines of dialogue or incidents in a story or drama propel the action, English reveal aspects of a character, or provoke a decision. [RL.8.3] Language Arts (2015)Grade(s): 8 All 28 Resources: Learning **Activities:** Lesson Plans: Multimedia: 5 Unit Plans: 0

Craft and Structure

English Language Arts 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]

process and the second	
(2015)	
Grade(s): 8	
All 2	6
Resources: Learning	
Activities:	
Lesson Plans:	4
Multimedia: 0	
Unit Plans: 0	
English Language Arts (2015)	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]
Grade(s): 8	
All Resources:	
Learning O	
Lesson Plans:	
Multimedia: 0	
Unit Plans: 0	
English Language Arts (2015) Grade(s): 8	nalyze 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]
All Resources:	
Learning O	
Lesson 8	
Multimedia: 4	
Unit Plans: 0	
ntegratio	n of Knowledge and Ideas
English Language Arts (2015) Grade(s): 8	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]
All 8	
Resources: Cearning	
Activities:	
Lesson Plans:	
Multimedia: 3	
Unit Plans: 0	
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
Junguuse Alis	19,700 months additional attention, or religious works addit as the bible, including

(2015)		describing how the material is rendered new. [RL.8.9]
Grade(s): 8		
All	6	
Resources:	O	
Learning Activities:	1	
Lesson Plans:	4	
Multimedia:	0	
Unit Plans:	1	

Range of Reading and Level of Text Complexity

Language Arts (2015)Grade(s): 8

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]

All 44 Resources:

Learning Activities: Lesson

37 Plans: Multimedia: 2 Unit Plans: 1

Reading Standards for Informational Text **Key Ideas and Details**

English Language Arts (2015)Grade(s): 8

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]

All 17 Resources: Learning **Activities:** Lesson

14 Plans: Multimedia: 2

Unit Plans: 0

English Language Arts (2015)

Grade(s): 8 All

17 Resources: Learning **Activities:**

Lesson

15 Plans: 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]

Unit Plans: 0	
English Language Arts (2015)	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). [RI.8.3]
Grade(s): 8	
All Resources:	
Learning O	
Lesson Plans:	
Multimedia: 0	
Unit Plans: 0	
Craft and S	Structure
English	Determine the meaning of words and phrases as they are used in a text, including

Craft and	Structure
English Language Arts (2015)	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]
Grade(s): 8	
All Resources: 7	
Learning Activities: 0	
Lesson 7	
Multimedia: 0	
Unit Plans: 0	
English Language Arts (2015)	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]
Grade(s): 8	
All Resources: 5	
Learning Activities:	
Lesson 4 Plans:	
Multimedia: 0	
Unit Plans: 0	
English Language Arts (2015)	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]
Grade(s): 8	
All Resources: 10	
Learning O	
Lesson 7 Plans:	

Multimedia: 3

Unit Plans:	0		
Integration of Knowledge and Ideas			
English Language A (2015) Grade(s): 8	rts	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]	
All Resources:	11		
Learning Activities:	0		
Lesson Plans:	10		
Multimedia Unit Plans:			
English Language Ar (2015) Grade(s): 8	ts	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]	
All Resources:	7		
Learning Activities:	0		
Lesson Plans:	7		
Multimedia:			
Unit Plans: English Language Ar (2015) Grade(s): 8	0 rts	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]	
All Resources:	5		
Learning Activities:	0		
Lesson Plans:	5		
Multimedia: Unit Plans:	0		
Range o	f F	Reading and Level of Text Complexity	
English Language Ar (2015)		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]	
Grade(s): 8 All	Programme and the second		
Resources:	16		
Learning Activities:	0		
Lesson Plans:	16		

Multimedia: 0 Unit Plans: 0

Writing Standards Text Types and Purposes

The second control of	
English Language Arts	Write arguments to support claims with clear reasons and relevant evidence. [W.8.1]
(2015) Grade(s): 8	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]
All Resources: Learning 0	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]
Lesson 18	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. [W.8.1c]
Multimedia: 0 Unit Plans: 0	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]
English Language Arts (2015) Grade(s): 8	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]
All Resources: Learning Activities:	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]
Loccon	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. [W.8.2b]
Multimedia: 1 Unit Plans: 1	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]
Andreas and the second	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]
English Language Arts (2015)	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.8.3]
Grade(s): 8 All Resources: 26	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]
Learning Activities: 0	b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to

Lesson Plans:

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)

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 50 Resources:

Learning

Activities:

Lesson

49 Plans:

Multimedia: 0 Unit Plans: 0

English Language Arts (2015)

Grade(s): 8

All

29 Resources:

Learning 0

27

Activities: Lesson

Plans:

Multimedia: 1

Unit Plans: 1 English Language Arts

Grade(s): 8

All

(2015)

42 Resources:

Learning

Activities:

Lesson 37 Plans:

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]

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]

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

Language Arts (2015)
Grade(s): 8

All

Resources:

Learning Activities: 0

31

Lesson

Plans:

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]

Multimedia: 1 Unit Plans: 0

Speaking and Listening Standards Comprehension and Collaboration

English Language Arts (2015)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. [SL.8.1]

Grade(s): 8 All Resources:

 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]

Learning **Activities:**

Lesson Plans:

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]

Multimedia: 0 Unit Plans: 0

- 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]

English Language Arts (2015)Grade(s): 8

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]

All 16 Resources:

Learning **Activities:** Lesson 15

Plans: Multimedia: 0 Unit Plans: 0

English Language Arts (2015)Grade(s): 8

All 5 Resources: Learning 1 **Activities:**

Lesson 4 Plans: Multimedia: 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]

Presentation of Knowledge and Ideas

English Language Arts

Unit Plans:

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]

(2015)		
Grade(s): 8		
All Resources:	16	
Learning Activities:	1	
Lesson Plans:	15	
Multimedia	0	
Unit Plans:	0	
English Language Ar (2015)	ts	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. [SL.8.5]
Grade(s): 8		
All Resources:	21	
Learning Activities:	3	
Lesson Plans:	17	
Multimedia:	1	
Unit Plans:	0	
English Language Ar (2015)	ts	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]
Grade(s): 8	***************************************	
All Resources:	6	
Learning Activities:	0	
Lesson Plans:	5	
Multimedia:	1	
Unit Plans:	0	

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)	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.8.1]
All Resources: Learning Activities: 4	 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

Lesson Plans:	function in particular sentences. [L.8.1a]
Multimedia: 1	c. Form and use verbs in the active and passive voice. [L.8.1b]
Unit Plans: 0	
	d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. [L.8.1c]
THE STATE OF THE S	e. Recognize and correct inappropriate shifts in verb voice and mood.* [L.8.1d]
English Language Arts (2015)	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.8.2]
Grade(s): 8	a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. [L.8.2a]
All Resources: 13	b. Use an ellipsis to indicate an omission. [L.8.2b]
Learning Activities:	c. Spell correctly. [L.8.2c]
Lesson Plans:	
Multimedia: 1	
Unit Plans: 0	

Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or English listening. [L.8.3] Language Arts (2015)Grade(s): 8 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] All Resources: Learning **Activities:** Lesson 18 Plans: Multimedia: 0 Unit Plans: 0

Vocabulary Acquisition and Use

English	Determine or clarify the meaning of unknown and multiple-meaning words or phrases
Language Arts	based on Grade 8 reading and content, choosing flexibly from a range of strategies.
	[L.8.4]
Grade(s): 8	
All	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or
Resources: 14	function in a sentence) as a clue to the meaning of a word or phrase. [L.8.4a]
Learning 0	
Activities:	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the
Lesson 12	meaning of a word (e.g., precede, recede, secede). [L.8.4b]
Plans:	
	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
1	clarify its precise meaning or its part of speech. [L.8.4c]
and the second s	

	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)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.8.5]
Grade(s): 8	a. Interpret figures of speech (e.g. verbal irony, puns) in context. [L.8.5a]
All Resources: Learning Activities:	b. Use the relationship between particular words to better understand each of the words [L.8.5b]
Lesson Plans:	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). [L.8.5c]
Multimedia: 0 Unit Plans: 0	
English Language Arts (2015)	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]
Grade(s): 8	
All Resources: 22	
Learning O	
_	
Lesson Plans:	
14	

English Language Arts Grade 9

Readin Key Idea	ıs	and Details
English Language Art (2015) Grade(s): 9	ts	Dite 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]
All Resources:	19	
Learning Activities:	2	
Lesson Plans:	17	
Multimedia: Unit Plans:	-	
English Language Art (2015)		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]
Grade(s): 9 All Resources:	25	
Learning Activities:	5	
Lesson Plans:	18	
Multimedia: Unit Plans:		
English Language Arts (2015)	s	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]
Grade(s): 9 All Resources:	27	
Learning Activities:	4	
Lesson Plans:	21	
Multimedia: Unit Plans:		

English Language Arts (2015)Grade(s): 9

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]

All Resources:	45	
Learning	3	
Activities:	_	
Plans:	38	
Multimedia: 4 Unit Plans: 6		
		analyze how an author's choices concerning how to structure a text, order events within it
English Language Arts (2015) Grade(s): 9		(e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. [RL.9-10.5]
All	25	
Resources: Learning		
Activities:)	
Lesson Plans:	22	
Multimedia: 3	-	
Unit Plans: (
English Language Arts (2015)	- 3	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]
Grade(s): 9	and a special decree	
All Resources:	4	
Learning Activities:)	
Lesson Plans:	3	
Multimedia:	- 1	
Unit Plans: 0		
Integratio		of Knowledge and Ideas
English Language Arts (2015)		nalyze 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]
Grade(s): 9		
All Resources:	8	
Learning Activities:	0	
Lesson Plans:	1	
	0	
English		nalyze how an author draws on and transforms source material in a specific work (e.g.,
Language Arts (2015)	ŀ	now 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	8	
	9	

Resources:	
Learning (Activities:	
Lesson Plans: 8	
Multimedia: (
Unit Plans: (

Range of Reading and Level of Text Complexity

English Language Arts (2015) Grade(s): 9

Resources:

20

All

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]

Learning 2
Activities:
Lesson
Plans:
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

Resources:
Learning
Activities:

14

Lesson Plans:

Multimedia: 1 Unit Plans: 1

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): 9

All Resources: 17

Activities:
Lesson
Plans:

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	10	
Resources:		
Learning Activities:	0	
Lesson Plans:	10	
Multimedia:	0	
Unit Plans:	0	
Craft an	d S	Structure
English	***************************************	Determine the meaning of words and phrases as they are used in a text, including
Language Ar (2015) Grade(s): 9	ts	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:	16	
Learning Activities:	2	
Lesson Plans:	10	
Multimedia:	3	
Unit Plans:	1	
English Language Art (2015)	ts	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]
Grade(s): 9		
All Resources:	11	
Learning Activities:	1	
Lesson Plans:	9	
Multimedia:	0	
Unit Plans:	1	
English Language Art (2015)	S	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]
Grade(s): 9 All Resources:	13	
Learning	0	
Lesson	11	
Multimedia:	1	

Integration of Knowledge and Ideas

English

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.

Language Arts (2015)	[RI.9-10.7]
Grade(s): 9	
All Resources: 7	
Learning Activities:	
Lesson Plans: 6	
Multimedia: 0	
Unit Plans:	
English Language Arts (2015)	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]
Grade(s): 9	
All Resources: 4	
Learning Activities:	
Lesson Plans: 2	
Multimedia: 1	
Unit Plans: 0	
English Language Arts (2015)	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
Grade(s): 9	historical and literary significance. [RI.9-10.9] (Alabama)
All Resources: 0	
Learning O	
Lesson Plans: 0	
Multimedia: 0	
Unit Plans: 0	
Range of F	Reading and Level of Text Complexity
English Language Arts (2015)	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]

Writing Standards Text Types and Purposes

9

English

Grade(s): 9

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

All

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]

Language Arts (2015)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), Grade(s): 9 counterclaims, reasons, and evidence. [W.9-10.1a] All 21 Resources: b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing Learning 0 **Activities:** out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. [W.9-10.1b] Lesson 20 Plans: c. Use words, phrases, and clauses to link the major sections of the text, create Multimedia: 0 cohesion, and clarify the relationships between claim(s) and reasons, between reasons Unit Plans: 1 and evidence, and between claim(s) and counterclaims. [W.9-10.1c] 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] e. Provide a concluding statement or section that follows from and supports the argument presented. [W.9-10.1e] English Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and Language Arts analysis of content. [W.9-10.2] (2015)Grade(s): 9 a. Introduce a topic; organize complex ideas, concepts, and information to make All important connections and distinctions; include formatting (e.g., headings), graphics (e.g., Resources: figures, tables), and multimedia when useful to aiding comprehension. [W.9-10.2a] Learning Activities: b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, Lesson concrete details, quotations, or other information and examples appropriate to the Plans: audience's knowledge of the topic. [W.9-10.2b] Multimedia: 0 Unit Plans: 0 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] d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d] 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] 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] Write narratives to develop real or imagined experiences or events using effective English technique, well-chosen details, and well-structured event sequences. [W.9-10.3] Language Arts (2015)Grade(s): 9 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 All both; create a smooth progression of experiences or events. [W.9-10.3a] Resources: Learning b. Use narrative techniques, such as dialogue, pacing, description, reflection, and **Activities:**

multiple plot lines, to develop experiences, events, and/or characters. [W.9-10.3b] Lesson Plans: Multimedia: 0 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] Unit Plans: 1 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** Produce clear and coherent writing in which the development, organization, and style are English appropriate to task, purpose, and audience. (Grade-specific expectations for writing types Language Arts are defined in standards 20-22 above.) [W.9-10.4] (2015)Grade(s): 9 All 21 Resources: Learning 2 Activities: Lesson 19 Plans: Multimedia: 0 Unit Plans: 0 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or English trying a new approach, focusing on addressing what is most significant for a specific Language Arts purpose and audience. (Editing for conventions should demonstrate command of the first (2015)three standards in the Language strand in Grades K-9.) [W.9-10.5] Grade(s): 9 All 12 Resources: Learning 0 **Activities:** Lesson 11 Plans: Multimedia: 0 Unit Plans: 1 Use technology, including the Internet, to produce, publish, and update individual or English shared writing products, taking advantage of technology's capacity to link to other Language Arts information and to display information flexibly and dynamically. [W.9-10.6] (2015)Grade(s): 9 All 19 Resources: Learning 5 **Activities:** Lesson 14 Plans: Multimedia: 0 Unit Plans: 0

Research to Build and Present Knowledge

Conduct short as well as more sustained research projects to answer a question English (including a self-generated question) or solve a problem; narrow or broaden the inquiry Language Arts when appropriate; synthesize multiple sources on the subject, demonstrating (2015)understanding of the subject under investigation. [W.9-10.7] Grade(s): 9 All 31 Resources: Learning 3 **Activities:** Lesson 22 Plans: Multimedia: 5 Unit Plans: 1 Gather relevant information from multiple authoritative print and digital sources, using English advanced searches effectively; assess the usefulness of each source in answering the Language Arts research question; integrate information into the text selectively to maintain the flow of (2015)ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8] Grade(s): 9 All 35 Resources: Learning 5 **Activities:** Lesson 22 Plans: Multimedia: 8 Unit Plans: 0 Draw evidence from literary or informational texts to support analysis, reflection, and English research. [W.9-10.9] Language Arts (2015)a. Apply Grade 9 Reading standards to literature (e.g., "Analyze how an author draws on Grade(s): 9 and transforms source material in a specific work [e.g., how Shakespeare treats a theme All or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). Resources: [W.9-10.9a] Learning **Activities:** b. Apply Grade 9 Reading standards to literary nonfiction (e.g., "Delineate and evaluate Lesson 28 the argument and specific claims in a text, assessing whether the reasoning is valid and Plans: the evidence is relevant and sufficient; identify false statements and fallacious

Range of Writing

5

Multimedia: 0

Unit Plans: 1

Resources:
Learning
Activities:
Lesson Plans: 4
Multimedia: 0
Unit Plans: 0

English
Language Arts
(2015)
Grade(s): 9
All

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]

reasoning"). [W.9-10.9b]

Speaking and Listening Standards Comprehension and Collaboration

ı	English Language Art (2015) Grade(s): 9 All Resources: Learning Activities: Lesson Plans: Multimedia: Unit Plans:	26 2 24 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 9 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]
The second secon			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]
	Activities: Lesson Plans:	15 3	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]
	Multimedia: Unit Plans:	į.	
	English Language Arts (2015) Grade(s): 9		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]
	AH	13	
	Learning Activities:	1	
	Lesson Plans:	11	
]	Multimedia:	0	

Presentation of Knowledge and Ideas

Unit Plans: 1

English Language Ar (2015)	ts	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]
Grade(s): 9		
All Resources:	17	
Learning Activities:	2	
Lesson Plans:	14	
Multimedia:	0	
Unit Plans:	1	
English Language Ar (2015)	ts	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]
Grade(s): 9		
All Resources:	20	
Learning Activities:	5	
Lesson Plans:	15	
Multimedia:	0	
Unit Plans:	0	
English Language Art (2015)		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]
Grade(s): 9	-	
All Resources:	9	
Learning Activities:	0	
Lesson Plans	: 9	
Multimedia:	0	
Unit Plans:	0	

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 it rigor.

For standard 36:

(2015)

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

For standard	37:	
Grade	Standard Number	Content
4	38.g	Correctly use frequently confused words (e.g., to, too, two; the their).* [L.4.1g]
4	40.b	Choose punctuation for effect.* [L.4.3b]
5	39.a	Use punctuation to separate items in a series.* [L.5.2a]
6	38.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.* [L.6.2A]"
English Language Arts (2015)	1	nmand of the conventions of Standard English grammar and usage beaking. [L.9-10.1]
Grade(s): 9 All Resources:		subject-verb agreement when the subject has compound parts joined ond element as singular or plural. (Alabama)
Learning Activities:	b. Apply rules of s	subject-verb agreement with the subjunctive mood. (Alabama)
Lesson Plans: 3	c. Use parallel str	ucture.* [L.9-10.1a]
Multimedia: 0 Unit Plans: 0	prepositional, abs	pes of phrases (noun, verb, adjectival, adverbial, participial, colute) and clauses (independent, dependent; noun, relative, adverbial) meanings and add variety and interest to writing or presentations. [L.9-
English Language Arts		mand of the conventions of Standard English capitalization, spelling when writing. [L.9-10.2]

Grade(s): 9	a. Use commas correctly with non-essential appositives. (Alabama)
	b. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]
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	Choose words and phrases for effect.* [L.3.3a]
4	38.f	Produce complete sentences, recognizing and correcting inapp. fragments and run-ons.* [L.4.1f]
4	40.a	Choose words and phrases to convey ideas precisely.*[L.4.3a]
6	39.b	Maintain consistency in style and tone.* [L.6.3b]
7	38.a	Choose language that expresses ideas precisely and concisely, and eliminating wordiness and redundancy.* [L.7.3a]
8	36.e	Recognize and correct inappropriate shifts in verb voice and m

8	36.e	Recognize and correct inappropriate shifts in verb voice and m
English Language Arts (2015)	contexts, to make	of language to understand how language functions in different effective choices for meaning or style, and to comprehend more fully stening. [L.9-10.3]
Resources: 5	Modern Language	work so that it conforms to the guidelines in a style manual (e.g., e Association's <i>MLA Handbook</i> , Turabian's <i>A Manual for Writers</i>) e discipline and writing type. [L.9-10.3a]
Lesson Plans: 5 Multimedia: 0		
Unit Plans: 0	and the formation and the state of the state	

Vocabulary Acquisition and Use

English Language Arts	based on <i>Grade 9 reading and content</i> , choosing flexibly from a range of strategies. [L.9-
(2015)	10.4]
Grade(s): 9	
All 5	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's
rtesour ees.	position or function in a sentence) as a clue to the meaning of a word or phrase. [L.9-10.4a]
Learning	io. Taj
Activities:	b. Identify and correctly use patterns of word changes that indicate different meanings or

Lesson Plans: 4 Multimedia: 1	parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). [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)	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]
Learning Activities:	b. Analyze nuances in the meaning of words with similar denotations. [L.9-10.5b]
Lesson Plans: 4	
Multimedia: 3	
Unit Plans: 0	
(2015)	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
Grade(s): 9	word or phrase important to comprehension or expression. [L.9-10.6]
All Resources: 4	
Learning O	
Lesson Plans: 4	
Multimedia: 0	
Unit Plans: 0	

English Language Arts Grade 10

	Standards for Literature and Details
English Language Arts (2015)	Dite 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]
Grade(s): 10	
All Resources: 27	
Learning Activities:	
Lesson Plans: 23	
Multimedia: 2	
Unit Plans: 1	
English Language Arts (2015)	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]
Grade(s): 10	
All Resources: 33	
Learning Activities: 0	
Lesson Plans: 30	
Multimedia: 3 Unit Plans: 0	
Language Arts	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]
Grade(s): 10	
All Resources: 27	
Learning Activities:	
Lesson Plans: 24	
Multimedia: 2	

Craft and Structure

English Language Arts (2015) Grade(s): 10

Unit Plans: 0

All

Resources:

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]

Learning Activities:	
Lesson 3	5
Plans: Multimedia: 2	
Unit Plans: 0	
English Language Arts (2015)	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]
Grade(s): 10	5
Resources: Learning	
Activities: Lesson	2
Plans:	
Multimedia: 2 Unit Plans: 0	
English Language Arts (2015)	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)
Grade(s): 10	
Resources:	9
Learning O	
Lesson Plans:	8
Multimedia: 1 Unit Plans: 0	
La provincia del Santo de Carros de	n of Knowledge and Ideas
English Language Arts (2015)	nalyze 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]
Grade(s): 10	
All Resources:	
Learning Activities:	
Lesson Plans: 9	
Multimedia: (
	nalyza haw an author draws an and transforms acures material in a anacific work (a a
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 early American authors draw upon the Bible for religious themes and issues). [RL.9-10.9] (Alabama)
Grade(s): 10	
All Resources:	
Learning (

yer-e-e-e-e-e-e-e-e-e-e-e-e-e-e-e-e-e-e-	`
Activities:	
Lesson Plans: 8	
Multimedia: 1	
Unit Plans: 0	
Range of I	Reading and Level of Text Complexity
English Language Arts (2015)	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]
Grade(s): 10	
All Resources: 21	
Learning O	
Lesson Plans: 21	
Multimedia: 0 Unit Plans: 0	
Reading	Standards for Informational Text
	and Details
English	Cite strong and thorough textual evidence to support analysis of what the text says
Language Arts (2015)	explicitly as well as inferences drawn from the text. [RI.9-10.1]
Grade(s): 10	
All Resources:	
Learning Activities:	
Lesson 9 Plans:	
Multimedia: 1	
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 how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RI.9-10.2]
Grade(s): 10	
All Resources: 11	
Learning Activities: 0	
Lesson 11	
Multimedia: 0	
Unit Plans: 0	
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]

(2015)Grade(s): 10

6

All

W		
Resources:		
Learning	0	
Activities:	_	
Lesson Plans:		
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	1
Lesson Plans:	5	
Multimedia:	1	
Unit Plans:	0	
English Language Arts (2015)		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]
Grade(s): 10		
All Resources:	2	
Learning Activities:	0	
Lesson Plans:	2	
Multimedia:	0	
Unit Plans:	0	
English Language Arts (2015)		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]
Grade(s): 10		
Resources:	6	
Activities:	0	
Lesson Plans:	5	
	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 0

	MANAGE STREET	
Activities:		
Lesson Plans:		
Multimedia: Unit Plans:	0	
	U	Delineate and evaluate the assument and enecific deims in a text accessing whether the
English Language Arts (2015)		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]
Grade(s): 10		
All Resources:	7	
Learning Activities:	0	
Lesson Plans:	7	
	0	
Unit Plans:	0	
English Language Arts (2015)		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]
Grade(s): 10		
All Resources:	5	
Learning Activities:	0	
Lesson Plans:	5	
	0	
Unit Plans:	0	
English Language Arts (2015)		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]
Grade(s): 10	Marin de chestament	maugural Address) for their themes, purposes, and metorical realtires. [Ki. 11-12.9]
Resources:	8	
Activities:	0	
Lesson Plans:		
	0	
- The standard State of the Sta	0	
Range of	R	eading and Level of Text Complexity
		Du the and of Crade 10, read and community and literary position at the high and of the

English Language Arts (2015)Grade(s): 10

All

9 Resources: Learning 0 **Activities:**

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]

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.9-10.1]

Grade(s): 10
All
Resources: 16

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims,

Learning O
Activities:

and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. [W.9-10.1a]

Plans:
Multimedia: 0
Unit Plans: 0

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]

- 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]
- 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]
- e. Provide a concluding statement or section that follows from and supports the argument presented. [W.9-10.1e]

English Language Arts (2015) 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]

Grade(s): 10

Activities:

Resources: 23

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]

Lesson 2 Plans:

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]

Multimedia: | Unit Plans: |

- 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]
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]
- 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]
- 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]

English

Write narratives to develop real or imagined experiences or events using effective

Language Arts (2015)	technique, well-chosen details, and well-structured event sequences. [W.9-10.3]
Grade(s): 10 All Resources:	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]
Learning 0 Activities: Lesson 19 Plans:	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]
Multimedia: 0 Unit Plans: 0	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	n and Distribution of Writing
English Language Arts (2015) Grade(s): 10	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]
All Resources: 25	
Learning O	
Lesson 23 Plans: Multimedia: 0	
Unit Plans: 2	
English Language Arts (2015) Grade(s): 10	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]
All Resources: 10	
Learning O	
Lesson 10 Plans:	
Multimedia: 0 Unit Plans: 0	
English	Use technology, including the Internet, to produce, publish, and update individual or
Language Arts (2015)	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	
Resources:	
Learning 0	

Activities: Lesson Plans: Multimedia: 0 Unit Plans: 1			
Research	to Build and Present Knowledge		
English Language Arts (2015) Grade(s): 10	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]		
All Resources: 16			
Learning Activities: 2			
Lesson 7 Plans:			
Multimedia: 6 Unit Plans: 1			
English Language Arts (2015) Grade(s): 10	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]		
Resources: Learning Activities: 2			
Lesson 15 Plans: Multimedia: 6 Unit Plans: 0			
English Language Arts (2015)	Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9]		
Grade(s): 10 All Resources: 16	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]		
Lesson Plans: 15	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]		

Range of Writing

English Language Arts (2015)

Grade(s): 10
All

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]

Resources:	
Learning Activities:	
Lesson Plans: 4	
Multimedia: 0	
Unit Plans: 0	
	g and Listening Standards ension and Collaboration
Combienc	

English Language Arts (2015)Grade(s): 10

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]

All Resources:

Learning

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.9-2 10.1al

Plans: Multimedia: 0

Activities: Lesson

21 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]

Unit Plans: 0

- 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

13 Resources:

Learning 2 **Activities:**

Lesson 11 Plans:

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: Learning **Activities:**

6

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]

Lesson Plans: 5	
Multimedia: 0	
Unit Plans: 0	
Presentati	on of Knowledge and Ideas
English Language Arts (2015) Grade(s): 10	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]
All Resources: 13	
Learning Activities:	
Lesson Plans:	
Multimedia: 0 Unit Plans: 2	
English Language Arts (2015)	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]
Grade(s): 10	
All Resources: 16	
Learning 2 Activities:	
Lesson Plans:	
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]
Grade(s): 10	
All Resources: 5	
Learning Activities: 0	
Lesson Plans: 5	
Multimedia: 0	
Unit Plans: 0	

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 it rigor.

For standard 37:

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

For standard 38:

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

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 OActivities: 1 Lesson Plans: 3	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]
Multimedia: 1 Unit Plans: 0	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]
	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]
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	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* [L.4.1f]
4	40.a	Choose words and phrases to convey ideas precisely.*[L.4.3a]
6	39.b	Maintain consistency in style and tone.* [L.6.3b]
7	38.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* [L.7.3]
8	36.e	Recognize and correct inappropriate shifts in verb voice and mood.*[L.8.1a]"

	Yamanan da sa	
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: Learning Activities: 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]
	Lesson Plans: Multimedia: 0	
	Unit Plans: 0	

Vocabulary Acquisition and Use

"The following italicized standard from Grades 3-8 should have continued attention with incrigor.

For standard 42:

i oi stailuaiu	of Statitudiu 42.		
Grade	Standard Number	Content	
3	39.a	Choose words and phrases for effect.* [L.3.3a]"	
English Language Arts (2015) Grade(s): 10 Determine or clarify the meaning of unknown and multiple-meaning words and based on <i>Grade 10 reading and content</i> , choosing flexibly from a range of strate [L.9-10.4]			
All Resources: Learning Activities: a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a way position or function in a sentence) as a clue to the meaning of a word or phrase 10.4a]			
Lesson Plans: 3 Multimedia: 2		rrectly use patterns of word changes that indicate different meanings or e.g., analyze, analysis, analytical; advocate, advocacy). [L.9-10.4b]	
Unit Plans: 0	thesauruses), bot	I and specialized reference materials (e.g., dictionaries, glossaries, h print and digital, to find the pronunciation of a word or determine or meaning, its part of speech, or its etymology. [L.9-10.4c]	
		minary determination of the meaning of a word or phrase (e.g., by red meaning in context or in a dictionary). [L.9-10.4d]	
English Language Arts (2015)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5]		
Grade(s): 10 All Resources: Learning Activities: Lesson Plans: 2 Multimedia: 2 Unit Plans: 0 All Resources: Lack properting and Interpret figures of speech (e.g., euphemism, oxymoron) in context and analysis and analysis properting for the text. [L.9-10.5a] b. Analyze nuances in the meaning of words with similar denotations. [L.9-10.5a]			
		es in the meaning of words with similar denotations. [L.9-10.5b]	
English Language Arts (2015) Grade(s): 10	level; demonstrate independence in gathering vocabulary knowledge when considering		
All Resources: 3	Vocability of the state of the		
Learning O			
Lesson Plans: 3 Multimedia: 0			
Unit Plans: 0	Accompany		

English Language Arts Grade 11

Reading Standards for Literature **Key Ideas and Details**

English Language Arts (2015)Grade(s): 11

Resources: Learning

Activities: Lesson

26

1

All

lite 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]

23 Plans: Multimedia: 1

Unit Plans: 1

English

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]

Language Arts (2015)Grade(s): 11 All

26 Resources:

Learning 0 **Activities:** Lesson

Plans: Multimedia: 2 Unit Plans: 1

23

English Language Arts (2015)

Grade(s): 11 All

Resources: Learning **Activities:** Lesson 27

Plans: 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]

Craft and Structure

32

English Language Arts (2015)Grade(s): 11 All

Resources:

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]

Learning 2 Activities:	
Lesson Plans: 36	
Multimedia: 2	
Unit Plans: 0	
English Language Arts (2015) Grade(s): 11	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]
All Resources: 22	
Learning Activities:	
Lesson Plans: 21	
Multimedia: 0	
Unit Plans: 0	
English Language Arts (2015)	nalyze 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]
Grade(s): 11	
All Resources: 18	
Learning 2 Activities:	
Lesson 15 Plans:	
Multimedia:	
Unit Plans: 0	
Integration	of Knowledge and Ideas
English Language Arts (2015) Grade(s): 11	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]

All 21 Resources:

Learning 0 Activities: Lesson

21 Plans:

Multimedia: 0 Unit Plans: 0

English Language Arts (2015)Grade(s): 11

All 23 Resources:

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:	
Lesson Plans: 21	
Multimedia: 1	
Unit Plans: 0	
Range of F	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:	
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	
Resources:	
Learning Activities:	
Lesson Plans:	
Multimedia:	
Unit Plans: 0	
English Language Arts (2015) Grade(s): 11	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]
All Resources:	

English Language Arts (2015)

Multimedia: 0 Unit Plans: 0

10

Learning Activities: Lesson

Plans:

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 8 Plans:	
Multimedia: 0	
Unit Plans: 0	
Craft and S	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)	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]
Grade(s): 11	
All Resources: 6	
Learning Activities:	
Lesson Plans: 4	
Multimedia:	
Unit Plans: 0	
English Language Arts (2015)	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]
Grade(s): 11	

Integration of Knowledge and Ideas

English Language Arts (2015)

Multimedia: 2 Unit Plans: 0

All

Plans:

Resources: Learning Activities: Lesson 14

11

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]

WHEN THE PARTY OF	
Grade(s): 11	
All 7	
Resources:	
Learning	
Activities:	
Lesson Plans: 5	
Multimedia: 0	
Unit Plans:	
English	Analyze seminal United States documents of historical and literary significance (e.g.,
Language Arts	Roosevelt's "Four Freedoms" speech, King's "Letter from a Birmingham Jail"), including
(2015)	how they address related themes and concepts. [RI.9-10.9] (Alabama)
1	inon andy address related another and concepts: [raise relet] (raiseanity)
Grade(s): 11	
All 3	
Resources:	
Learning 0	
Activities:	
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 11College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.11-12.10]

Resources:

Activities:
Lesson Plans: 7
Multimedia: 0
Unit Plans: 0

Learning

Writing Standards Text Types and Purposes

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

- 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]
- e. Provide a concluding statement or section that follows from and supports the argument presented. [W.11-12.1e]

English Language Arts (2015) 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]

Grade(s): 11

Resources: Learning

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]

Activities:
Lesson
Plans:

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]

Multimedia: 1
Unit Plans: 2

- 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]
- 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]
- 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]
- 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]

English Language Arts (2015) 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]

Grade(s): 11

All Resources: 11

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]

Lesson 10 Plans: Multimedia: 1 Unit Plans: 0

Activities:

- 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]
- 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]
- 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]
- 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]

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 19-21 above.) [W.11-12.4]

Grade(s): 11

All Resources:

Learning 2

28

Activities: 2

Lesson 23

Plans: ² Multimedia: 1

Multimedia: 1 Unit Plans: 2

English Language Arts (2015)

Grade(s): 11

All Resources: 15

Learning Activities: 0

15

13

Lesson
Plans:

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: Learning Activities:

Lesson 9 Plans:

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 2
Activities: 2

Lesson 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]

Plans: Multimedia: 9 Unit Plans: 1 Gather relevant information from multiple authoritative print and digital sources, using English Language Arts 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 (2015)maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and Grade(s): 11 following a standard format for citation. [W.11-12.8] All 23 Resources: Learning 1 **Activities:** Lesson 17 Plans: Multimedia: 5 Unit Plans: 0 Draw evidence from literary or informational texts to support analysis, reflection, and English research. [W.11-12.9] Language Arts (2015)a. Apply Grade 11 Reading standards to literature (e.g., "Demonstrate knowledge of Grade(s): 11 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] Resources: (Alabama) Learning **Activities:** b. Apply Grade 11 Reading standards to literary nonfiction (e.g., Analyze seminal United Lesson States documents of historical and literary significance [e.g., Roosevelt's "Four Plans: Freedoms" speech, King's "Letter from a Birmingham Jail"]), including how they address Multimedia: 0 related themes and concepts. [W.11-12.9b] (Alabama) Unit Plans: 0 Range of Writing Write routinely over extended time frames, including time for research, reflection, and English revision, and shorter time frames such as a single sitting or a day or two for a range of Language Arts tasks, purposes, and audiences. [W.11-12.10] (2015)Grade(s): 11 All 4 Resources: Learning 0 **Activities:** Lesson Plans: 4

Speaking and Listening Standards Comprehension and Collaboration

English Language Arts (2015) Grade(s): 11

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 *Grade 11 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. [SL.11-12.1]

All Resources:

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] Learning 2 **Activities:** b. Work with peers to promote civil, democratic discussions and decision-making, set Lesson clear goals and deadlines, and establish individual roles as needed. [SL.11-12.1b] Plans: Multimedia: 0 c. Propel conversations by posing and responding to questions that probe reasoning and Unit Plans: 0 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] Integrate multiple sources of information presented in diverse formats and media (e.g., English visually, quantitatively, orally) in order to make informed decisions and solve problems, Language Arts evaluating the credibility and accuracy of each source and noting any discrepancies (2015)among the data. [SL.11-12.2] Grade(s): 11 All 12 Resources: Learning I **Activities:** Lesson 11 Plans: Multimedia: 0 Unit Plans: 0 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, English assessing the stance, premises, links among ideas, word choice, points of emphasis, and Language Arts tone used. [SL.11-12.3] (2015)Grade(s): 11 All 18 Resources: Learning 2 **Activities:** Lesson 14 Plans: Multimedia: 2

Presentation of Knowledge and Ideas

English Language Arts (2015) Grade(s): 11

Unit Plans: 0

All Resources: 15

Learning O

Lesson 14

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]

Multimedia: 0	
Unit Plans: 1	
English Language Arts (2015)	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]
Grade(s): 11	
All Resources: 16	
Learning Activities:	
Lesson Plans:	
Multimedia: 0	b.
Unit Plans: 0	
English Language Arts (2015)	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]
Grade(s): 11	
All Resources: 4	
Learning Activities: 0	
Lesson Plans: 4	
Multimedia: 0	
Unit Plans: 0	
	e Standards ns of Standard English

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

For standard 35:

	, or standard os.		
	Grade	Standard Number	Content
	3	37.f	Ensure subject-verb and pronoun-antecedent agreement.*[L.3
	4	38.g	Correctly use frequently confused words (e.g., to, too, two; the their).*[L.4.1g]
	5	38.d	Recognize and correct inappropriate shifts in verb tense.*[L.5
	6	37.d	Recognize and correct inappropriate shifts in pronoun number and person.*[L.6.1c]
	6	37.e	Recognize and correct vague pronouns (i.e., ones with unclear ambiguous antecedents).*[L.6.1d]
and the stripping and the first stripping and the stripping and th	6	37.f	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]
adject detract and an interest and a state of	6	39.a	Vary sentence patterns for meaning, reader or listener interest and style.*[L.6.3a]
***************************************	7	36.d	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*[L.7.1c]
The management of the Contract	8	36.e	Recognize and correct inappropriate shifts in verb voice and mood.*[L.8.1d]
***************************************	9	36.c	Use parallel structure.*[L.9-10.1a]"

For standard 36:

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

or parenenetical elements. [2.0.24]				
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 All Resources: 3	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. [L.11-12.1a]			
Learning Activities: Lesson Plans:	b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. [L.11-12.1b]			
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 1	
Resources:	b. Spell correctly. [L.11-12.2b]
Learning Activities:	
Lesson Plans: 0	
Multimedia: 0	
Unit Plans: 0	

Knowledge of Language

Standard

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

For standard 37:

Grade	Number	Content
6	39.b	Maintain consistency in style and tone.* [L.6.3b]"
English Language Arts (2015)	contexts, to make	of language to understand how language functions in different effective choices for meaning or style, and to comprehend more fully istening. [L.11-12.3]
Resources: 6	a. Vary syntax for Style) for guidano texts when reading	r effect, consulting references (e.g., Tufte's Artful Sentences: Syntax as see as needed; apply an understanding of syntax to the study of complex eg. [L.11-12.3a]
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 incr

For standard 40:

Grade	Standard Number	Content
3	39.a	Choose words and phrases for effect.* [L.3.3a]
English Language Arts (2015)		larify the meaning of unknown and multiple-meaning words and phrases e 11 reading and content, choosing flexibly from a range of strategies.
Grade(s): 11 All 2	a. Use context	(e.g., the overall meaning of a sentence, paragraph, or text; a word's

Learning Activities: 0	position or function in a sentence) as a clue to the meaning of a word or phrase. [L.11- [2.4a]
Multimedia: 2 pa	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]
th cl	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, hesauruses), 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.11-2.4c]
	I. Verify the preliminary determination of the meaning of a word or phrase (e.g., by hecking the inferred meaning in context or in a dictionary). [L.11-12.4d]
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]
	i. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. [L.11-12.5a]
1 1	Analyze nuances in the meaning of words with similar denotations. [L.11-12.5b]
Lesson Plans: 5 Multimedia: 1 Unit Plans: 0	
Language Arts SU (2015)	Acquire and use accurately general academic and domain-specific words and phrases, ufficient for reading, writing, speaking, and listening at the college and career readiness evel; demonstrate independence in gathering vocabulary knowledge when considering a vord or phrase important to comprehension or expression. [L.11-12.6]
All Resources: 5	
Learning Activities:	
Lesson Plans: 3	
Multimedia: 1 Unit Plans: 0	