

Alignment of Writing Strategies with Selected Common Core Standards

Grades 9-10—Reading & Language

<p>Common Core Stds ↓</p> <p>Strategies →</p>	<p>Essential Questions <i>Identify / Restate</i></p>	<p>A-Z</p>	<p>Clustering</p>	<p>Metacognition</p>	<p>Morphology</p>	<p>Acrostic</p>	<p>Diamante</p>	<p>Sentence Expansion</p>	<p>Defining Format</p>	<p>SWBST: Outline, Summary, Retelling</p>	<p>Narrative</p>	<p>Venn Diagram</p>	<p>Essays: Personal, Explanatory, Persuasive</p>	<p>Question, Short Answer, Why?</p>	<p>Conventions</p>		
Reading for Literature																	
Key Ideas and Details																	
<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	●	●	●	●	●			●		●					●		
<p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges & is shaped and refined by specific details; provide an objective summary of the text.</p>	●	●	●	●	●	●		●		●	●				●		
<p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	●	●	●	●	●			●		●	●				●		
Craft and Structure																	
<p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning & tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	●	●	●	●	●			●							●		
<p>5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	●	●	●	●	●			●		●	●	●			●		

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<p>6. 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.</p>	●	●	●	●	●		●			●		●			●		
Integration of Knowledge and Ideas																	
<p>7. 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" & Breughel's Landscape with the Fall of Icarus).</p>	●	●	●	●	●			●			●	●	●		●		
<p>8. (Not applicable to literature)</p>																	
<p>9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	●	●	●	●	●			●			●	●	●		●		
Range of Reading and Level of Text Complexity																	
<p>10. 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. 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.</p>																	

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<p>Reading for Information</p>																	
<p>Key Ideas and Details</p>																	
<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	●	●	●	●	●			●					●		●		
<p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p>	●	●		●	●					●		●			●		
<p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced & developed, & the connections that are drawn between them.</p>	●	●	●	●	●			●			●			●	●		
<p>Craft and Structure</p>																	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	●	●		●	●										●		
<p>5. 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).</p>	●	●	●	●	●			●	●					●	●		
<p>6. Determine an author's point of view or purpose in a text & analyze how an author uses rhetoric to advance that point of view or purpose.</p>	●	●		●	●					●		●			●		

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<p>Integration of Knowledge and Ideas</p>																	
<p>7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	●	●	●	●	●							●			●		
<p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	●	●	●	●	●			●				●	●		●		
<p>9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>	●	●	●	●	●			●				●	●		●		
<p>Range of Reading and Text Complexity</p>																	
<p>10. 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. 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.</p>																	

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<p>Speaking and Listening Stand</p>																	
<p>Comprehension and Collaboration</p>																	
<p>1. Initiate & participate effectively in a range of collaborative discussions (one-on-one, in groups, & teacher-led) with diverse partners on grades 9–10 topics, texts, & issues, building on others’ ideas & expressing their own clearly & persuasively.</p>	●	●	●	●	●										●		
<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	●	●	●	●	●										●		
<p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals & deadlines, & individual roles as needed.</p>																	
<p>c. Propel conversations by posing & responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into discussion; & clarify, verify, or challenge ideas & conclusions.</p>																	
<p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>																	

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2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility & accuracy of each source.	●	●	●	●	●			●						●	
3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	●	●	●	●	●						●				
Presentation of Knowledge and Ideas																
4.	Present information, findings, & supporting evidence clearly, concisely, & logically such that listeners can follow the line of reasoning, the organization, development, substance, style are appropriate to purpose, audience, & task.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
5.	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.	●	●	●												
6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.															
Language Strand																
Convention of Standard English																
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
a.	Use parallel structure.*	●			●	●	●		●	●	●	●	●	●	●	

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<p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	●	●	●	●	●			●							●		
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
<p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>	●			●	●			●		●	●		●		●		
<p>b. Use a colon to introduce a list or quotation.</p>	●			●	●			●		●	●		●		●		
<p>c. Spell correctly.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
<p>Knowledge of Language</p>																	
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
<p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
<p>Vocabulary Acquisition and Use</p>																	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading & content, choosing flexibly from a range of strategies.</p>	●	●	●	●	●				●	●		●			●		

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<p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	●	●	●	●						●	●		●		●		
<p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>	●	●		●	●										●		
<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print & digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	●			●	●										●		
<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>																	
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	●	●	●	●	●			●		●	●		●		●		
<p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	●	●	●	●	●			●		●	●		●		●		
<p>b. Analyze nuances in the meaning of words with similar denotations.</p>	●	●	●	●	●			●		●	●		●		●		
<p>6. Acquire & use accurately general academic and domain-specific words & 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.</p>	●	●	●	●	●			●		●	●		●		●		