PHS CC English I

Extended Standards Power Objective			
Strand	**Reading for Literature**		
#1- Read to comprehend literary texts independently and proficiently.			
Supporting Indicators			
Learning Standard	**Complexity a**	**Complexity b**	**Complexity c**
Most Complex ←			→ Least Complex
Key Ideas and Details			
RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**RI.9-10.1a** Cite details from text to support the answers to literal and inferential questions using grade level appropriate text.	**RL.9-10.1b** Cite details from the text to support the answers to literal questions.	**RL.9-10.1c** Identify details that are stated in the text.
RL.9-10.2 Analyze literary text development. **a.** Determine a theme 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. **b.** Provide an objective summary of the text that includes the theme and relevant story elements.	**RI.9-10.2a** Summarize a central idea in a text, including the main topic and how the details impact ideas.	**RL.9-10.2b** Identify the theme of a text and support it with main events and details.	**RL.9-10.2c** Sequence main events in relation to a stated theme using a grade-level/age-appropriate text.
RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	**RI.9-10.3a** Explain connections among events, ideas, individuals or steps in text.	**RL.9-10.3b** Identify and describe how a character's traits, motivations, or feelings contribute to the resolution of the story.	**RL.9-10.3c** Match an action to the resolution of a problem in a story.
Craft and Structure			
RL.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language	**RL.9-10.4a** Determine the meaning of words and phrases as they are used in a text; analyze figurative language, connotation, and tone within a text.	**RL.9-10.4b** Determine the meaning of words or phrases based on the impact and how they are used in a text.	**RL.9-10.4c** Match pictures to words or phrases based on how they are used in a text that specifically address the mood (e.g., match a picture of a sad face with the phrase "sat with his head down").

evokes a sense of time and place an emotion, or sets a formal or informal tone).			
RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create effects such as mystery, tension, or surprise.	**RL.9-10.5a** Explain how the author's use of literary techniques (e.g., pacing, flashbacks) contributes to the effect of a text.	**RL.9-10.5b** Describe how the author's use of literary techniques (e.g., pacing, flashbacks) contributes to the effect of a text.	**RL.9-10.5c** Identify the effects of a text on the reader (e.g., funny, sad, surprised).
RL.9-10.6 Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	**RL.9-10.6a** Explain the differences between cultural experiences in a story or drama from the United States and another country.	**RL.9-10.6b** Explain similarities between cultural experiences in a story or drama from the United States and another country.	**RL.9-10.6c** Identify cultural experiences in a story or drama from outside the United States.
Integration of Knowledge and Ideas			
RL.9-10.7 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., W. H. Auden's "Musée des Beaux Arts" and Pieter Breughel's *Landscape with the Fall of Icarus*).	**RL.9-10.7a** Explain how multiple interpretations of a story are connected.	**RL.9-10.7b** Describe multiple interpretations of a story.	**RL.9-10.7c** Identify key similarities or differences between print and other artistic media (e.g., poem/song and painting/statue).
RL.9-10.9 Analyze how an author alludes to and transforms source material in a specific work (e.g., how William Shakespeare treats a theme or topic from Ovid or the Bible, or how a later author draws on a play by Shakespeare).	**RL.9-10.9a** Explain the similarities and differences in how an author changes a text based on the original source material.	**RL.9-10.9b** Describe events from two or more texts from a specific time period.	**RL.9-10.9c** Identify events from two or more texts from a specific time period.
Range of Reading and Level of Text Complexity			
RL.9-10.10 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	**RL.9-10.10a** Read grade-level/age-appropriate, adapted literature materials.	**RL.9-10.10b** Read supported grade-level/age-appropriate, adapted literature materials.	**RL.9-10.10c** Actively participate in supported grade-level/age-appropriate, adapted literature materials.

as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of a complex text. 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, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of a complex text.			

Strand	Language		
	Knowledge of Language		
L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **a.** Write work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Kate L. Turabian's *Manual for Writers*) appropriate for the discipline and writing type. **b.** Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	**L.9-10.3a** Generate language to communicate effectively in different contexts, spoken and written (e.g., using formal or informal discourse as appropriate).	**L.9-10.3b** Generate and communicate sentences in varied contexts.	**L.9-10.3c** Use language to communicate in varied situations and for varied purposes.
	Vocabulary Acquisition and Use		
L.9-10.6 Acquire and use accurately general academic and domain-specific words and	**L.9-10.6a** Demonstrate understanding of grade-level/age-appropri ate academic and	**L.9-10.6b** Use grade-level/age-app ropriate academic and domain-specific	**L.9-10.6c** Use words acquired through learning activities (e.g., using a science

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.	domain-specific words and phrases by using them in context in the appropriate subject area.	words and phrases in conversation and writing.	term during a science lab).

Extended Standards Power Objective

Strand	Speaking and Listening

#2- Initiate and participate effectively in a range of collaborative discussions with diverse partners on a range of topics, texts, and issues, building on other's ideas and expressing their own.

Supporting Indicators

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ◄———————————————————————► Least Complex			
Comprehension and Collaboration			
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from the texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **b.** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternative views), clear goals and deadlines, and individual roles as needed.	**SL.9-10.1a** Initiate and participate in discussions about grade-level/age-appropriate topics or text with a diverse range of partners. Form and express an opinion on a topic. Respond thoughtfully to the comments of others. Participate in the setting of goals, establishing roles, and clarifying conclusions.	**SL.9-10.1b** Participate in discussions about grade-level/age-appropriate topics or text. Share personal ideas on a topic. Pose and respond to specific questions to participate in a discussion.	**SL.9-10.1c** Actively participate in conversational exchanges about grade-level/age-appropriate topics or text. Respond to questions, comments, and exchanges of others when prompted.

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. **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 considering the evidence and reasoning presented.			
SL.9-10.2 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.9-10.2a** Categorize information provided from multiple sources as accurate or inaccurate, relevant or irrelevant. Explain how the accuracy of the information might affect the solution to a problem.	**SL.9-10.2b** Compare and contrast information from two or three sources to make a personal decision or solve a problem.	**SL.9-10.2c** Use information from various sources to make a personal choice or decision.
SL.9-10.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	**SL.9-10.3a** Explain a speaker's perspective and cite relevant and irrelevant support that the speaker provides.	**SL.9-10.3b** Identify a speaker's perspective and cite relevant support.	**SL.9-10.3c** Identify a speaker's perspective.
Presentation of Knowledge and Ideas			
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	**SL.9-10.4a** Present information and supporting information in an organized manner appropriate to the purpose, topic, and audience.	**SL.9-10.4b** Present pertinent facts and details in appropriate order and as appropriate to the topic or purpose of the presentation and the audience.	**SL.9-10.4c** Present pertinent facts and details that are appropriate to the topic or purpose of the presentation.
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive	**SL.9-10.5a** Integrate multimedia and visual components and explain	**SL.9-10.5b** Apply multimedia and visual components	**SL.9-10.5c** Select one or more findings from a different format (text, audio, visual, or

elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	their relevance to a presentation.	to enhance a presentation.	interactive) to use in a media presentation.
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	**SL.9-10.6a** Adapt communication specific to the formal or informal situation.	**SL.9-10.6b** Effectively communicate in a variety of formal and informal situations.	**SL.9-10.6c** Effectively communicate in informal situations.

Strand — Language

Knowledge of Language

L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **a.** Write work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Kate L. Turabian's *Manual for Writers*) appropriate for the discipline and writing type. **b.** Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	**L.9-10.3a** Generate language to communicate effectively in different contexts, spoken and written (e.g., using formal or informal discourse as appropriate).	**L.9-10.3b** Generate and communicate sentences in varied contexts.	**L.9-10.3c** Use language to communicate in varied situations and for varied purposes.

Vocabulary Acquisition and Use

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to	**L.9-10.6a** Demonstrate understanding of grade-level/age-appropriate academic and domain-specific words and phrases by using them in context in the appropriate subject area.	**L.9-10.6b** Use grade-level/age-appropriate academic and domain-specific words and phrases in conversation and writing.	**L.9-10.6c** Use words acquired through learning activities (e.g., using a science term during a science lab).

comprehension or expression.			

Extended Standards Power Objective

Strand	**Language**		

#3- Demonstrate command of the conventions of standard English when writing and/or speaking.

Supporting Indicators

Learning Standard	**Complexity a**	**Complexity b**	**Complexity c**
Most Complex ←			→ Least Complex

Conventions of Standard English			
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a.** Use parallel structure. **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.9-10.1a** Demonstrate the conventions of grammar when writing or speaking by forming declarative, imperative, interrogative sentences and complex sentences that contain conditional clauses (e.g., "If I finish my homework, I can play a game.").	**L.9-10.1b** Generate a simple sentence with beginning capitalization, capitalization of names, ending punctuation, and correct spellings.	**L.9-10.1c** Use words and phrases to communicate (e.g., during a shared writing or speaking activity).
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **b.** Use a colon to introduce a list or quotation. **c.** Spell words correctly.	**L.9-10.2a** Generate multiple sentences that contain correct conventions, including capitalization, punctuation, and spelling. Use correct spelling.	**L.9-10.2b** Generate several sentences that contain correct conventions of capitalization, punctuation, and spelling. Use correct spelling.	**L.9-10.2c** Use capital letters for familiar names and at the beginning of sentences. Use appropriate punctuation at the end of sentences. Use correct spelling.
Knowledge of Language			
L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	**L.9-10.3a** Generate language to communicate effectively in different contexts, spoken and written (e.g., using formal or informal discourse as appropriate).	**L.9-10.3b** Generate and communicate sentences in varied contexts.	**L.9-10.3c** Use language to communicate in varied situations and for varied purposes.

a. Write work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Kate L. Turabian's *Manual for Writers*) appropriate for the discipline and writing type. **b.** Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.			

Extended Standards Power Objective

Strand	Language

#4- Determine or clarify the meaning of unknown and multiple meaning words and phrases, choosing flexibly from a range of strategies.

Supporting Indicators

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ◄─────────────────────────────────────► Least Complex			
Vocabulary Acquisition and Use			
L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **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. **b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze*, *analysis*, *analytical*; *advocate*, *advocacy*). **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, part of speech, or etymology.	**L.9-10.4a** Use context clues, word structure, or reference materials to determine the meaning of unknown and multiple-meaning words.	**L.9-10.4b** Use context clues to determine the meaning of unknown or multiple-meaning words.	**L.9-10.4c** Select a picture or written text that matches the meaning of a word.

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.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. **b.** Analyze nuances in the meaning of words with similar denotations.	**L.9-10.5a** Explain the meaning of figurative language in context (e.g., euphemism, oxymoron).	**L.9-10.5b** Explain the difference between literal and nonliteral meanings of words/ phrases in context.	**L.9-10.5c** Match figurative word pictures and phrases to their meanings.