IRVINE UNIFIED SCHOOL DISTRICT

Year at a Glance - 9/10 English Language Arts

What Students Learn

As students move from eighth grade to high school, critical thinking and writing become even more essential to student success. Through engaging in the writing process, students develop skills over the two years resulting in their independent ability to: 1) write arguments, analyze substantive topics and texts, introduce and distinguish claims, organize writing to establish relationships, and provide evidence for those claims, and 2) write informative/explanatory texts to examine and convey complex ideas by introducing a topic or thesis statement and presenting information clearly and accurately. Through practicing these genres of writing, students will be able to produce coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Furthermore, students continue to write narratives with well-structured event sequences.

In literature and informational texts, ninth and tenth graders cite strong and thorough evidence to support analysis of what the text says. Students identify a theme or central idea of a text and analyze its development and detail. It is essential for students to determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Students continue to work on incorporating an author's point of view, as well as delineate and evaluate the argument and specific claims in a text, determining whether the reasoning is valid and the evidence is relevant.

Students and teachers use collaborative conversations to engage with grade level topics, build on ideas, and express ideas clearly. Not all conversations are structured and should allow for reflection to support students' opinions. Students clearly present information, findings, and supporting evidence. They continue to adapt their speech to a variety of content and tasks to demonstrate a command of formal English.

Overview of Depth of Mastery

ELA 9/10 High Priority (Essential) Standards:

- Cite strong and thorough textual evidence that supports explicit and implicit meanings drawn from text. (RL/RI.9-10.1)
- Determine how a theme or central idea develops (how it emerges, is shaped, and refined) through text analysis, including analysis of how figurative, connotative, and technical meanings of specific word choices have a cumulative impact on the meaning and tone. (RL/RI.9-10.2, RL/RI.9-10.4)
- Write arguments to support claims in an analysis of a topic using valid reasoning and relevant and sufficient evidence appropriate to the purpose, audience, and text. (W.9-10.1, W.9-10.4)
- Write informative/explanatory texts to convey complex ideas through effective selection, organization, and analysis of content appropriate to the purpose, audience, and text. (W.9-10.2, W.9-10.4)

ELA 9/10 Regular Priority Standards:

- Analyze the development and interaction of complex characters and how they advance the theme. (RL.9-10.3)
- Analyze how an author introduces and develops analysis or series of ideas or events. (RI.9-10.3)
- Determine how an author uses rhetoric to advance the author's point of view or purpose, including from texts that reflect cultural experiences from outside the United States. (RL.9-10.6)
- Determine how an author uses rhetoric to advance the author's point of view or purpose, including evaluating claims for valid reasoning and relevant and sufficient evidence and identifying false statements and fallacious reasoning. (RI.9.10.6, RI.9-10.8)
- Write narratives developing experiences/events with details, effective techniques, and a structured sequence of events. (W.9-10.3)
- Use advanced searches to gather authoritative sources and assess the usefulness of each; integrate and cite information to maintain flow of ideas and avoid plagiarism. (W.9-10.8)
- Write routinely over extended time frames for a range of tasks, purposes, and audiences. (W.9-10.10).
- When speaking, present information, findings, and supporting evidence clearly, concisely, and logically, and when participating in collaborative discussions, work with peers to set rules for discussions and decision-making; propel conversations by posing and responding to relatable questions, which broaden discussion, themes, or ideas; respond thoughtfully to diverse perspectives and make new connections. (SL.9-10.1, SL 9-10.4)

- Demonstrate command of the conventions of English grammar and usage (parallel structure, various types of phrases, clauses to convey specific meanings, semicolon, colon, and proper spelling), make effective choices for meaning and style according to context; follow the conventions of a style manual, and demonstrate an understanding of figurative language (euphemism & oxymoron), word relationship, and nuances in word meanings (words with similar denotations). (L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.5)

*Prioritize the remaining standards at site discretion.