



JC Schools Subject-Contained English I Yearly ELA Standards

**This document contains the entire English I curriculum that is taught in a general education setting. Items in italicized print have been designated as essential information that should be taught in the Subject-Contained English I Class. The highlighted standards are DESE State Priority Standards.*

Overarching Standards (Taught in all units)

9-10.RL.3.D

Read and comprehend literature, including stories, dramas and poems, independently and proficiently

9-10.RI.3.D

Read and comprehend informational text independently and proficiently

9-10.W.2.A

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques

9-10.W.3.A.a-e

Review, revise, and edit writing with consideration for the task, purpose, and audience.

a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.

e. 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.

9-10.SL.1.A

Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

Unit	Priority Standards	Supporting Standards
<p>Unit 1</p> <p>Communication & Word Choice: Short Works, Poetry, & Informational Texts</p> <p>31 Days</p> <p>Unit End Date: Oct. 5</p> <p>Unit Assessment Window: Sept. 28-Oct. 13</p>	<p>9-10.RL.1.A <i>Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</i></p> <p>9-10.RI.1.A <i>Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</i></p> <p>9-10.RL.1.B <i>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials</i></p> <p>9-10.RI.1.B <i>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials</i></p>	<p>9-10.RI.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).</p> <p>9-10.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners</p>
<p>Unit 2</p> <p>Supporting Analysis of Informational & Literary Texts with Evidence</p> <p>33 Days</p> <p>Unit End Date:</p>	<p>9-10.RL.1.A <i>Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</i></p> <p>9-10.RI.1.A <i>Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</i></p> <p>9-10.W.1.A</p>	<p>9-10.RI.3.B Evaluate how effectively two or more texts develop similar ideas/topics</p> <p>9-10.RI.3.C Analyze how multiple texts reflect the historical and/or cultural contexts</p>

<p>Nov. 23 Unit Assessment Window: Nov. 16-Dec. 3</p>	<p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation</p>	
<p>Unit 3</p> <p>Collaboration & Persuasive Texts</p> <p>30 Days</p> <p>Unit End Date: Jan. 24</p> <p>Unit Assessment Window: Jan. 14-Jan. 31</p>	<p>9-10.RI.2.D <i>Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning</i></p> <p>9-10.W.1.A Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation</p> <p>9-10.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed</p>	<p>9-10.RI.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone</p>

<p>Unit 4</p> <p>Cultural & Historical Rhetoric in Text</p> <p>31 Days</p> <p>Unit End Date: March 9</p> <p>Unit Assessment Window: Mar. 2-16</p>	<p>9-10.RI.2.B Analyze how an author uses rhetoric to advance point of view or purpose</p> <p>9-10.W.1.A Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p><i>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</i></p> <p>9-10.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p>	<p>9-10.RL.3.C Analyze how multiple texts reflect historical and/or cultural contexts</p> <p>9-10.SL.2.B Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience</p>
<p>Unit 5</p> <p>Novel Studies</p> <p>28 Days</p> <p>Unit End Date: April 25</p> <p>Unit Assessment Window: Apr. 18-May 2</p>	<p>9-10.RL.1.D <i>Using appropriate text, determine two or more themes/central ideas in a text, analyze their development throughout the text, and relate the themes to life experiences</i></p> <p>9-10.RL.2.D Analyze how complex characters develop over the course of a text to advance the plot and develop the theme</p> <p>9-10.RL.3.A Analyze multiple performances of a story, drama, or poem evaluating how each version interprets the source text</p>	<p>9-10.RL.1.C Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable)</p> <p>9-10.RL.3.B Explain how and why an author alludes to or transforms source material within his or her text</p> <p>9-10.RI.3.A Analyze how similar ideas or topics are portrayed in different media formats</p>

	<p>9-10.RI.1.D <i>Using appropriate text, determine two or more themes/central ideas in a text, analyze their development throughout the text, and relate the themes to life experiences</i></p> <p>9-10.SL.1.B Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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</p>	
<p>Unit 6</p> <p>Effective Responses to Text</p> <p>19 Days</p> <p>Unit End Date: May 20</p> <p>Unit Assessment Window: May 13-24</p>	<p>9-10.RI.2.A Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader</p>	<p>9-10.RL.2.A Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader</p> <p>9-10.RL.2.B Analyze how point of view is reflected in that characters, setting, and plot</p> <p>9-10.RL.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone</p>