



JC Schools Subject-Contained English II 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 II 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 enhance the reader's understanding of and experience with the text 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 functions in different contexts and enhance the reader's understanding of the text.

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 in response to ongoing feedback, including new arguments or information.

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>Blending of Genres</p> <p>24 Days</p> <p>Unit End Date: Sept. 24</p> <p>Unit Assessment Window: Sept. 17-Oct. 1</p>	<p>9-10.RL.1.D <i>Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective summary of the text</i></p> <p>9-10.RI.1.D Determine two or more themes/central ideas in a text, analyze their development throughout the text, and relate the themes to life experiences</p> <p>9-10.RI.2.B Analyze how an author uses rhetoric to advance point of view or purpose</p>	<p>9-10.RI.1.C Interpret visual elements of a text and draw conclusions from them (when applicable)</p> <p>9-10.RI.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.</p> <p>9-10.RI.3.B Evaluate how effectively two or more texts develop similar ideas/topics</p>
<p>Unit 2</p> <p>Informational Texts & Research</p> <p>37 Days</p> <p>Unit End Date: Nov. 18</p> <p>Unit Assessment Window: Nov. 11-30</p>	<p>9-10.RI.1.A 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</p> <p>9-10. RI.1.B <i>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative and content-specific meanings, using context, affixes, or reference material</i></p> <p>9-10.RI.1.D <i>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.RI.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone</p> <p>9-10.RI.3.A Analyze how similar ideas or topics are portrayed in different media or forms</p> <p>9-10.RI.3.C Analyze how multiple texts reflect historical and/or cultural contexts</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. 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.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 3</p> <p>Short Works & Synthesis</p> <p>23 Days</p> <p>Unit End Date: Jan. 7 Unit Assessment Window: Dec. 16-Jan. 14</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.RL.1.B <i>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative and content-specific meanings, using context, affixes, or reference material</i></p> <p>9-10.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the</p>	<p>9-10.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable)</p> <p>9-10.RL.2.B Analyze how a point of view is reflected in the characters, setting, and plot</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>themes to life experiences; provide an objective summary of the text</p> <p>9-10.RL.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone</p> <p>9-10.RL.3.C Analyze how multiple texts reflect historical and/or cultural contexts</p>	
<p>Unit 4</p> <p>Extending Synthesis Thinking</p> <p>23 Days</p> <p>Unit End Date: Feb. 10 Unit Assessment Window: Feb. 3-17</p>	<p>9-10.RL.1.B <i>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative and content-specific meanings, using context, affixes, or reference material</i></p> <p>9-10.RL.2.A <i>Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader</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 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.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>9-10.RL.1.C Interpret visual elements of a text and draw conclusions from theme (when applicable)</p>

Unit 5

Persuasive Texts

33 Days

Unit End Date: April 6

Unit Assessment

Window:

Mar. 23-Apr. 13

9-10.RI.1.A

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

9-10.RI.2.A

Analyze how an author's choices concerning how to structure a text or sequence information impact the reader

9-10.RI.2.B

Analyze how an author uses rhetoric to advance point of view or purpose

9-10.RI.2.D

Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning

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. 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

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

9-10.RI.2.C

Analyze the cumulative impact of specific word choices and syntax on meaning and tone

9-10.RI.3.A

Analyze how similar ideas or topics are portrayed in different media or forms

9-10.RI.3.B

Evaluate how effectively two or more texts develop similar ideas/topics

9-10.RI.1.C

Interpret visual elements of a text and draw conclusions from them (when applicable)

Unit 6

Reading to
Present

27 Days

Unit End Date: May 13
Unit Assessment
Window: May 6-20

9-10.RL.1.B

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative and content-specific meanings, using context, affixes, or reference material.

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.

9-10.RL.2.C

Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

9-10.RL.2.D

Analyze how complex characters develop over the course of a text to advance the plot and develop theme.

9-10.RL.3.C

Analyze how multiple texts reflect historical and/or cultural contexts.

9-10.SL.1.C

Respond thoughtfully to diverse perspective 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.

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.

9-10.SL.2.B

Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear

9-10.RL.1.C

Interpret visual elements of a text and draw conclusions from theme (when applicable)

viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience

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