<table>
<thead>
<tr>
<th>Unit Goals – Stage 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.</td>
</tr>
</tbody>
</table>

| Unit Description: | In this unit, students will examine various literary and informational texts about what it takes to survive. They will also examine the elements of an argument in order to craft a written argument and present an oral argument during the different performance tasks. Ultimately during all of the reading, writing, speaking & listening tasks, students will consider what it takes to survive and who is responsible for covering the costs of survival. |

<table>
<thead>
<tr>
<th>CCSS Anchor Reading Standards:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Transfer Goals: SBAC Claims</strong></td>
</tr>
<tr>
<td>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
<td><strong>Students will be able to independently use their learning to...</strong></td>
</tr>
<tr>
<td>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
<td>1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</td>
</tr>
<tr>
<td>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</td>
<td>2. Students can produce effective writing for a range of purposes and audiences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Craft and Structure</th>
<th>3. Students can employ effective speaking and listening skills for a range of purposes and audiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
<td>4. Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</td>
</tr>
<tr>
<td>5. Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</td>
<td>5. Students can connect skills through industry themes for college and career readiness.</td>
</tr>
<tr>
<td>6. Assess how point of view or purpose shapes the content and style of a text.</td>
<td></td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>Making Meaning</strong></td>
</tr>
<tr>
<td>7. Integrate and evaluate content presented in diverse formats and media.</td>
<td><strong>UNDERSTANDINGS</strong></td>
</tr>
<tr>
<td>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</td>
<td><strong>Students will understand that...</strong></td>
</tr>
<tr>
<td>10. Read and comprehend complex literary and informational texts independently and proficiently.</td>
<td><strong>Thematic Understanding:</strong> People must tap into many aspects of their personality in order to survive a life-or-death situation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Language Understanding:</strong></th>
<th><strong>Writing Understanding:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Using different types of phrases helps to add extra detail, a purpose, or a reason to one’s writing.</td>
<td>An effective argument contains all of the elements of an argument, is organized in a logical manner, and uses word choice and tone to create a sense of seriousness and authority.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS:</th>
<th><strong>Students will keep considering...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit EQ:</strong> What does it take to survive?</td>
<td></td>
</tr>
<tr>
<td><strong>Whole-Class Learning EQ:</strong> Should the narrator of “The Seventh Man” forgive himself for his failure to save K.?</td>
<td></td>
</tr>
<tr>
<td><strong>Small-Group Learning EQ:</strong> What type of strength is most valuable in a survival situation?</td>
<td></td>
</tr>
<tr>
<td><strong>Performance-Based Assessment EQ:</strong> Should people in life-or-death situations be held accountable for their actions?</td>
<td></td>
</tr>
</tbody>
</table>
Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS Anchor Language Standards:
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language
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.

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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 comprehension or expression.

Students will know...
1. Author’s Choice: Order of Events
2. Infinitives and Infinitive Phrases
3. Claim or central idea
4. Specific details
5. Punctuation: colons, semicolons, dashes
6. Transitions
7. Participles
8. Participal phrases vs. absolute phrases
9. Characterization, dialogue, monologue
10. Rhetorical devices: parallelism, rhetorical questions, and charged language
11. Elements of an argument
12. Theme and symbol
13. Metaphor and simile

Students will be skilled at (Do)...
1. Differentiating first from third-person point of view narration
2. Identifying and utilizing infinitives and infinitive phrases
3. Identifying the author’s claim or central idea
4. Identifying specific details and analyzing how the use of that detail adds to the development of the central idea.
5. Utilizing the proper punctuation in their writing.
6. Creating cohesion by properly using transitional words and phrases.
7. Identifying participles and analyzing their impact on meaning.
8. Differentiating between participal and absolute phrases.
9. Analyzing complex characters
10. Identifying rhetorical devices and analyzing how these devices convey the author’s point of view
11. Identifying and utilizing the elements of an argument in speaking and writing.
12. Analyzing how a symbol helps to develop theme
13. Identifying metaphors and similes and analyzing how these add to meaning
**Unit Goals – Stage 1**

Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.

**APPLYING INDUSTRY THEME through Standards for Career Ready Practice and Behaviors of Learning and Teaching (BLTs)**

Students will be skilled at (Do)...

1. Applying appropriate technical skills and academic knowledge
2. Communicating clearly, effectively, and with reason
3. Employing valid and reliable research strategies
4. Engaging in deep critical thinking using challenging material and industry-specific problem solving tools
5. Pointing out connections across subjects in theme-based interdisciplinary projects
### Grade Level Standards – Stage 1

**Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.**

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| **Literature:** (bold = assessed on End-of-Unit Assessment)  
**Key Ideas and Details**  
- RL9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
  - W9-10.1a: Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.  
  - W9-10.1b: Develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.  
  - W9-10.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.  
  - W9-10.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
- RL9-10.2: 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 and is shaped and refined by specific details; provide an objective summary of the text.  
- RL9-10.3: 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.  
- RL9-10.4: 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 and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  
- RL9-10.5: Analyze how an author’s choices concerning how to structure a | **Text Type** (bold = assessed on End-of-Unit Assessment)  
- W9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
  - W9-10.1a: Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.  
  - W9-10.1b: Develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.  
  - W9-10.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.  
  - W9-10.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | **Comprehension and Collaboration** (bold = assessed on End-of-Unit Assessment)  
- SL9-10.1: 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.  
  - SL9-10.1a: 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.  
  - SL9-10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  
- SL9-10.2: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  
  - L9-10.1a: Use parallel structure  
  - L9-10.1b: 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.  
- L9-10.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  
  - L9-10.2a: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  
  - L9-10.2c: Spell correctly. | **Conventions** (bold = assessed on End-of-Unit Assessment)  
- L9-10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  
  - L9-10.1a: Use parallel structure  
  - L9-10.1b: 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.  
- L9-10.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  
  - L9-10.2a: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  
  - L9-10.2c: Spell correctly.  
  - L9-10.3: 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. |
**Grade Level Standards – Stage 1**

Standards build from one unit to the next. Once a standard has been addressed in a unit, it may appear in subsequent units on any assessment.

Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.

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| text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | - W9-10.1e: Provide a concluding statement or section that follows from and supports the argument presented.  
- W9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | - L9-10.3a: 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. | - L9-10.3a: 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. |
| Range of Reading and Level of Text Complexity |  
- RL9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 complexity band proficiently, with scaffolding as needed at the high end of the range. |  
- SL9-10.5: 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. |  
- SL9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

### Informational: (bold = assessed on End-of-Unit Assessment)

**Key Ideas and Details**

- R9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- R9-10.2 Determine the 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.
- R9-10.3: 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 and developed, and the

**Production and Distribution of Writing** (bold = assessed on End-of-Unit Assessment)

- W9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**Research to Build and Present**

**Knowledge (bold = assessed on End-of-Unit Assessment)**

- W9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

**NOTE:** Information/Content Provided Subject to Change. Standards RL covered with all readings but may not be indicated on the chart.
# Grade Level Standards – Stage 1

Standards build from one unit to the next. Once a standard has been addressed in a unit, it may appear in subsequent units on any assessment.

Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.

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<tr>
<td>connections that are drawn between them.</td>
<td>Range of Writing (bold = assessed on End-of Unit Assessment)</td>
<td>determine or clarify its precise meaning, its part of speech, or its etymology.</td>
<td></td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td>- RI9-10.5: 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).</td>
<td>o L9-10.4d: 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).</td>
<td></td>
</tr>
<tr>
<td>- RI9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</td>
<td>- W9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences.</td>
<td>- L9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td></td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td>- RI 9-10.7: 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.</td>
<td>o L9-10.5a: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</td>
<td></td>
</tr>
<tr>
<td>- RI9-10.8: 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.</td>
<td>- Range of Reading and Level of Text Complexity</td>
<td>o L9-10.5b: Analyze nuances in the meaning of words with similar denotations</td>
<td></td>
</tr>
<tr>
<td><strong>Complexity</strong></td>
<td>- RI9-10.10: 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.</td>
<td>- L9-10.6: 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 comprehension or expression.</td>
<td></td>
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### Evidence of Learning – Stage 2

Stage 2 of the Understanding by Design approach answers the questions, “How will we know if students have achieved the desired results and met the standards?” and “What will we accept as evidence of student understanding and proficiency?” Having a balance of formative and summative assessments helps to build a comprehensive portrait of student learning. Formative assessments serve as “assessments FOR learning,” giving the teacher information about students along the way, while summative assessments serve as “assessments OF learning,” helping to gauge final levels of mastery or proficiency.

<table>
<thead>
<tr>
<th>Evaluative Criteria</th>
<th>Assessment Evidence</th>
<th>Standards Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student performance will be evaluated in terms of his/her ability to...</strong></td>
<td><strong>Required Key Assignment Writing Task 1:</strong></td>
<td></td>
</tr>
<tr>
<td>- Write an argument using effective techniques, well-chosen details, and well-organized support of a central claim.</td>
<td>Argumentative Guided Process Paper (pp. 168-173)</td>
<td>• W9-10.1a-e</td>
</tr>
<tr>
<td>- Develop, organize, and utilize style appropriate to task, purpose, and audience.</td>
<td></td>
<td>• W9-10.4</td>
</tr>
<tr>
<td>- Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td></td>
<td>• W9-10.5</td>
</tr>
<tr>
<td>- Develop and strengthen writing as needed by planning, revising, editing, and rewriting</td>
<td></td>
<td>• W9-10.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• L9-10.3a</td>
</tr>
<tr>
<td>- Participate in collaborative discussions.</td>
<td><strong>Required Key Assignment Speaking &amp; Listening Task:</strong></td>
<td></td>
</tr>
<tr>
<td>- Present information clearly, concisely, and logically.</td>
<td>Deliver a Multimedia Presentation (pp. 246-247)</td>
<td>• SL9-10.1</td>
</tr>
<tr>
<td>- Make strategic use of digital media.</td>
<td></td>
<td>• SL9-10.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• SL9-10.5</td>
</tr>
<tr>
<td>- Write an argument using effective techniques, well-chosen details, and well-organized support of a central claim.</td>
<td><strong>Required Key Assignment Writing Task 2:</strong></td>
<td></td>
</tr>
<tr>
<td>- Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>Performance-Based Assessment, Part 1: Unassisted Argument that synthesizes multiple sources within the textbook that addresses the provided prompt (pp. 246-247)</td>
<td>• W9-10.1a-e</td>
</tr>
<tr>
<td></td>
<td>-or-</td>
<td>• W9-10.4</td>
</tr>
<tr>
<td></td>
<td>- Unassisted Argument that synthesizes multiple sources that might include industry-aligned supplemental texts on an industry-aligned topic (pp. 246-247)</td>
<td>• W9-10.9</td>
</tr>
<tr>
<td>- Interpret words and phrases.</td>
<td><strong>Interim Unit Assessment:</strong></td>
<td></td>
</tr>
<tr>
<td>- Determine technical, connotative, and figurative meanings.</td>
<td>Unit 2 Assessment (accessible in the Digital Tools to print out or to have students take online)</td>
<td>• RL9-10.2, 3, 4, 5</td>
</tr>
<tr>
<td>- Analyze how specific word choices shape meaning or tone.</td>
<td></td>
<td>• RI9-10.2, 3, 5, 6, 8</td>
</tr>
<tr>
<td>- Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</td>
<td></td>
<td>• W9-10.1a-e</td>
</tr>
<tr>
<td>- Assess how point of view or purpose shapes the content and style of a text.</td>
<td></td>
<td>• L9-10.1a, 1b, 2, 2a, 2b, 3, 4, 4b, 5</td>
</tr>
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### Evidence of Learning – Stage 2

*Stage 2 of the Understanding by Design approach answers the questions, “How will we know if students have achieved the desired results and met the standards?” and “What will we accept as evidence of student understanding and proficiency?” Having a balance of formative and summative assessments helps to build a comprehensive portrait of student learning. Formative assessments serve as “assessments FOR learning,” giving the teacher information about students along the way, while summative assessments serve as “assessments OF learning,” helping to gauge final levels of mastery or proficiency.*

#### Evaluative Criteria
- Interpret words and phrases.
- Determine technical, connotative, and figurative meanings.
- Analyze how specific word choices shape meaning or tone.
- Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Demonstrate accurate knowledge and speaking effectively about the topic. The teacher is actively participating in the discussions, observing, redirecting, and collecting evidence of students’ understanding of what is being discussed.
- Cite strong and thorough textual evidence to support analysis of what the text says.
- Clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Cite strong and thorough textual evidence to support analysis of what the text says.

#### Other Evidence – may also be used formatively
- **Required Key Assignment Reading Task:**
  - Analyze Craft and Structure

- **Constructive Responses:**
  - Writing to Sources, Writing to Compare, Research, Quick Writes, Summary Writing, etc.

- **Speaking and Listening – Collaborative Conversations**

- **Close Reading Techniques:**
  - Annotations, Comprehension Questions, Analyze the Text Questions, Close Read the Text Responses

- **Concept Vocabulary**

- **Conventions Activities**

- **Selection Tests (available in the Digital Tools to print out or to have students take online)**

- **Speaking and Listening Task 2:**
  - Performance-Based Assessment, Part 2:
  - Interpretative Reading using the Nonfiction Narrative from Part 1

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*NOTE: Information/Content Provided Subject to Change. Standards RL covered with all readings but may not be indicated on the chart.*