

A Teacher's Guide to Literacy Standards Implementation

Ninth-Tenth Grade

Quarterly Sequence Guide



Purpose: This document was created to provide curricular guidance based on the grade level implementation of the Illinois Learning standards. The suggestions provided are intended to support quarterly selection of materials and instructional alignment to the standards. Equally successful models could be based around semesters, trimesters or other school schedules. Educators are allowed the flexibility to order the tasks and practices found on the Grade Quarter/Trimester Guide in any way, (located on page 3 of this guide). These tasks and practices are beneficial to teachers when implementing the standards and preparing for assessments. Always refer to standards for guidance.



The following literacy competencies should be a part of what students engage with regularly to be college and career ready. The importance of these skills is reflected in the overarching Anchor Standards and defined more fully in the supporting grade level standards. These standards also underscore students' need for regular opportunities to grapple with close, analytic reading of grade-level complex texts and to construct increasingly sophisticated responses in writing. Many tasks should include opportunities to write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks should be a part of each quarter/trimester. *All content areas must build robust instruction around discipline-specific literacy skills to better prepare students for college and career.*

Reading complex texts: All content areas require an analysis of grade level , complex texts: Students need to read and comprehend a range of grade-level complex texts, including texts from the domains of ELA, science, history/social studies, technical subjects and the arts. Because vocabulary is a critical component of reading comprehension, it should be assessed in the context of reading passages.

Students are expected to conduct close, analytic readings as well as compare and synthesize ideas across texts. Students then write about these texts either to express an opinion or to inform/explain. In addition, research and narrative writing tasks appear.

Writing effectively when using and/or analyzing sources: Students are expected to conduct text-focused discussions and produce (both collaboratively and independently), written work aligned with the standards. This requires students to demonstrate the interrelated literacy skills of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing. Building student competence and confidence through opportunities to observe teacher modeling and to participate in collaborative group writing experiences, for all three modes of writing, (Standards 1, 2 and 3), is necessary to encourage and support increasing independence at this level.

Conducting and reporting on research: This expands on “writing when analyzing sources” to require students to demonstrate their ability to gather resources, evaluate their relevance, and report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

Speaking and listening: This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making presentations, working collaboratively, sharing findings and listening carefully to the ideas of others. All content areas need to require the use of strong oral communication using discipline-specific discourse.

Language use for reading, writing and speaking: This requires students to have a strong command of grammar and spoken and written academic English. Students are asked to read and/or listen to texts and respond critically through discussion and in writing. Responses may take the form of written or oral explanation and opinion. Emphasis is placed on critical thinking, problem solving, and collaboration with peers. The transfer of language skills to students occurs through authentic tasks in reading, writing, and speaking.

Ninth-Tenth Grade Expectations for Student Engagement

Providing students with opportunities to regularly practice the following skills provides them a chance to master grade level standards. If using a commercially published curriculum or district /school/teacher created materials, this guide can provide a pulse check as to whether specific components are present and if students are completing tasks that align to the standards and prepare for assessments.

Students also need opportunities to practice grade level social emotional learning (SEL) through high quality and authentic tasks. To assist educators in infusing the SEL, ISBE has provided "Stages" of development that include more detailed performance descriptors of student's skills. See the back of this guide for additional grade level materials for SEL.

Apply Vocabulary and Knowledge of Language

Students should also be adept at using content-specific words to build knowledge through content under study. Students determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. They analyze the cumulative impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Grammar and usage should be integrated with explicit instruction of language rules as they appear in the context of reading, writing and speaking while also reading with accuracy and fluency to comprehend texts.

Analyze Content

Students analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and/or elaboration of events or ideas. They 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 connections that are drawn between them.

Conduct Discussions

Students work with peers to set rules for collegial discussions and decision-making. They propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporating others into the discussion; and clarifying, verifying, or challenging ideas and conclusions. Students 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 in light of the evidence and reasoning presented. Discussions that focus on

social-awareness and interpersonal skills allow teachers to look for students to exhibit decision-making skills and responsible behaviors in personal, school, and community contexts.

Cite Evidence

Students should be able to refer to details and examples from texts when explaining what the text says and when drawing inferences. Use the text, illustrations, photographs and other possible text features as the basis for answers .

Writing Expectations

Students are able to cite several sources of specific, relevant evidence when supporting their own point of view about texts and topics. Draw evidence from literary or informational texts to support analysis, reflection, and research. Writing should be more structured, with clear introductions and conclusions as well as useful transitions to create cohesive and clarify relationships among ideas. Students must acknowledge the other side of a debate or an alternative perspective while avoiding any trace of plagiarism. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others.

Report Findings Students should use appropriate eye contact, adequate volume and clear pronunciation when orally presenting claims, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details

Digital Integration and Application

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.

Text Types and Tasks

Students should be adept at reading text and answering questions solely based upon a text. However, text has become a term that encompasses a variety of materials inclusive of written work, visual representation such as clips of movies, or artwork, a variety of primary documents and secondary documents including speeches, and other media in a variety of formats such as blogs, posts, editorials, feeds, online texts, etc. It is up to the teacher's discretion to determine the text types based on the needs of students. Various types of texts may be incorporated according to the relevance of the task. Teachers may use the most relevant reading standard in order to engage students.

Examples of Informational texts: exposition, argument in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism pieces and historical/scientific/technical or economic accounts, seminal US documents.

Examples of Literature: world literature, adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act/multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads and epics.

Ninth-Tenth Grade Quarter/Trimester Guide

(Optional model to consider when constructing a year-long course of instruction. Specific sample tasks and guidelines are modeled in the following documents: [Ninth Grade](#) and [Tenth Grade](#) Guidance for Literacy Task Design)

Reading

Reading Complex Texts:

- Students grapple with challenging, complex texts with a higher emphasis on informational texts (i.e., seminal and foundational documents of the U.S.)
- Students ask and respond to specific questions as well uncover critical clues for building analysis of texts
- Students cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information while determining central ideas or information
- They can provide an accurate summary of how key events develop over the course of the text or objective summaries
- Students analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them
- They become increasingly aware of the choices authors make and how writers emphasize particular examples or details
- They 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 such effects as mystery, tension, or surprise.
- Students cite evidence that most strongly supports an analysis or critique
- They delineate or evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identifying false statements and fallacious reasoning
- They 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 connections that are drawn between them
- Students can also analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

**Education is the most powerful weapon
which you can use to change the world.**

– Nelson Mandela

Writing

In high school, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, they use technology to produce and publish writing. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades.

Writing routinely throughout the year requires students to:

- Write short constructed responses to text-dependent questions
- Write to build content knowledge and reflect on text(s)
- Mix on-demand, review, and revision writing tasks appropriate to grade level
- Build confidence and competence with technology
- Assess students' abilities to paraphrase, infer and integrate ideas from reading

Writing To Texts – 70% Analytical

Balance of Opinion & Informative/Explanatory Analyses

- Write to create informative/explanatory pieces that display logical integration and coherence
- Use evidence
- Answer brief questions to craft multiparagraph responses
- Over the course of the year, analytic writing should include comparative analysis and student writing that shares findings from research projects

Writing Extended Research Projects:

- Conduct research using more complex materials and specialized sources
- Write to address a topic/problem/issue
- Assess the usefulness of sources and quote or paraphrase the data and conclusions of others
- Integrate information into the text selectively to maintain the flow of ideas and follow standard format for citation
- Present findings in a variety of presentation methods, including informal/formal argumentative or explanatory contexts either in writing or oral formats

Writing Narratives - 30%

- Write narratives to express personal ideas and experiences; craft their own stories, and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on **what they read** through imaginative writing and to practice sequencing events and ideas through narrative descriptions

Resources to Support Ninth-Tenth Grade Standards Implementation

[Standards Bookmarks](#) (for Teachers) [Designing Literacy Tasks](#)

Reading:

- ◇ [Text Complexity](#)
- ◇ [Text Dependent Questions](#)
- ◇ [Mentor Text Resources](#)
- ◇ [Strategies by Standard](#)
- ◇ [Fluency Guidance](#)
- ◇ [Text Sets](#)

Writing:

- ◇ [Strategies by Standard](#)

Language:

- ◇ [Vocabulary Strategies](#)
- ◇ [Context Clues Pamphlet](#)
- ◇ [Sentence Combining Strategies](#)

Speaking & Listening

- ◇ [Collaborative Conversation Sentence Stems](#)

- ◇ [Strategies by Standard](#)

Social Emotional Learning

- ◇ [Standards, Goals and Strategies](#)



Education is not preparation for life; education is life itself.

John Dewey



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