

# 10<sup>th</sup> Grade



## A Teacher's Guide to the PARCC Model Content Framework Content Framework

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English Language Arts/Literacy  
Common Core State Standards

# Model Content Frameworks

[www.parcconline.org](http://www.parcconline.org)

The Model Content Frameworks are voluntary resources offered by PARCC to help curriculum developers and teachers as they work to implement the standards in their states and districts. The Model Content Frameworks offer one way of organizing the standards — in this instance into quarterly modules. Equally successful models could be based around semesters, trimesters or other school schedules. The Model Content Frameworks allow educators the flexibility to order the modules and the content within the modules in any way that suits their desired purposes. Because the knowledge and skills embedded across the four modules address all the standards for a given grade level, the order in which the four modules may be modified depending on the needs of the school or district.. The Model Content Frameworks are designed with the following purposes in mind:

1. Supporting implementation of the Common Core State Standards
2. Informing the development of item specifications and blueprints for the **PARCC assessments** in grades 3–8 and high school.

The proposed **PARCC Assessment System** will be designed to measure knowledge, skills and understandings essential to achieving college and career readiness. In ELA/Literacy, these include the following areas as defined by the standards:

## **Reading complex texts:**

1. This requires students 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.
  2. Because vocabulary is a critical component of reading comprehension, it will be assessed in the context of reading passages.
  3. Students are expected to conduct close, analytic readings as well as compare and synthesize ideas across texts.
- Each module suggests both the number and types of texts that students will read and analyze throughout the quarter. Students then write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks appear in each module.

## **Writing effectively when using and/or analyzing sources:**

This requires students to demonstrate the interrelated literacy activities of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing.

## **Conducting and reporting on research:**

This expands on “writing when analyzing sources” to require students to demonstrate their ability to

1. gather resources,
2. evaluate their relevance, and
3. 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 formal presentations, working collaboratively, sharing findings and listening carefully to the ideas of others.

**Language use for reading, writing and speaking:** This requires students to have a strong command of grammar and spoken and written academic English.

The importance of the above skills is reflected in the emphasis the Model Content Frameworks place on students’ needing regular opportunities to grapple with the **close, analytic reading** of grade-level complex texts and to construct increasingly sophisticated **responses in writing**. The Model Content Frameworks therefore provide a helpful guide in preparing students for the future **PARCC assessments**.

## *The Letter and Spirit of 10<sup>th</sup> Grade.....*

### **Reading**

- ❖ *Examine a diverse set of literary genres and pursue their investigation of substantive, complex expository works of nonfiction (RL/RI.10.10) such that they become adept investigators and can analyze the meaning of both literary and nonfiction works (RL/RI.10.1).*
- ❖ *Grasp how authors craft their prose and how writers make their argument(s) cohere.*
- ❖ *Compare and contrast how ideas, themes or concepts are presented in two different artistic mediums in which different details are emphasized.*
- ❖ *Analyze seminal foundational documents of the United States as well as grasp differing perspectives and points of view embedded in works of world literature.*
- ❖ *See RL/RI.10.2-9 for detailed expectations.*

### **Speaking/Listening**

- ❖ *Through discussion and writing, deepen the grasp of academic English and utilize the right mode of speech or language when speaking or crafting prose.*
- ❖ *Additional insights are provided in the Standards for Speaking and Listening in grade 10.*

### **Writing**

- ❖ *Confidently express themselves in diverse writing formats from investigative reports and literary analyses to summations and research papers.*
- ❖ *Conduct several research projects, using more complex materials and specialized sources than they did in elementary and middle school.*
- ❖ *Develop a central idea; maintain a coherent focus in their writing; and elaborate the points they make with well-documented and relevant examples, facts, and details.*
- ❖ *Internalize the expectations of academic written and spoken English and resolve issues regarding usage by consulting style guides.*

## **Literacy Standard for Other Disciplines in Grade 9-10**

- ❖ *Instruction in reading, writing, speaking, listening and language is a SHARED RESPONSIBILITY within schools.*
- ❖ *All fields of study demand analysis of complex texts*
- ❖ *All fields of study require use of strong oral and written communication skills using discipline-specific discourse*

*All fields of study must build robust instruction around discipline-specific literacy skills to better prepare students for college and careers.*

# Skills to Be Integrated Throughout the Year

## **Analyze Content**

Students should carefully make guided observations about a text by determining (for example) main idea, point of view, perspective and the meaning of words and phrases.

(RL/RI.10.2-9 and SL.10.2-3)

## **Conduct Discussions**

Students should engage in a range of collaborative discussions (one-to one, small group, teacher-led), building on others' ideas and expressing their own based on evidence. They should relate the current discussions to broader themes or larger ideas, respond thoughtfully to diverse perspectives to ensure a hearing for a full range of positions on an issue, verify or challenge ideas, and resolve contradictions when possible. (SL.10.1)

## **Study and Apply Grammar**

While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak, guided by L.10.1-3.

## **Cite Evidence**

Students should cite the textual evidence that most strongly supports their analysis when both explaining text and making inferences. (RL/RI.10.1)

## **Report Findings**

Students should orally present claims and supporting evidence clearly, concisely, and logically when ensuring that the development, substance and style are appropriate to purpose, audience and task. (SL.10.4-6)

## **Understand and Apply Vocabulary**

Focus vocabulary instruction on 5-10 Tier 2 academic words per week for each (L.10.4-6). Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the word(s) meaning(s) and use the words effectively when writing and speaking.

**Examples of Informational texts:** exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts

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

# 10<sup>th</sup> Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

## 1<sup>st</sup> Quarter-Length Module

### Reading Complex Texts

Read grade level texts of appropriate complexity

#### Short Texts

Literature - 50%  
Informational – 50%



Literature 2-3 Informational Texts 1-2	<b>3-5 Short Texts (3-4 weeks)</b> Draw ample evidence from texts Present analyses in writing as well as through speaking.
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Connect the extended text to 1 or more short texts.

#### Extended Text

Literature



Perform a close, analytic reading Compare and synthesize ideas across other related texts Conduct text-focused discussions Produce written work	<b>1 Extended Text (2-3 weeks)</b>
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### Writing About Texts – 80% Analytical- Balance of Argument and Informative/Explanatory

Mix of on-demand, review, and revision writing tasks  
Build confidence and competence with technology

#### Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

#### Writing Analyses – Four-Six Analyses That Focus on Arguments\*

- Use evidence and craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft multiparagraph responses
- Within the course of the **year**, write should include comparative analysis and compositions that share findings from the research project

\* Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read.

#### Writing Extended Research Projects\* (Research aligned with the standards should take 1-2 weeks of instruction)

- Write one extended research project that addresses a topic/problem/issue
- Integrate knowledge from several additional literary or informational texts in various media or formats
- Assess the usefulness of each source
- Refocus research during the process when appropriate
- Integrate information gathered in a manner that maintains the flow of ideas
- Present findings in a variety of modes in both informal and more formal argumentative or explanatory contexts in writing or oral formats

\* Beneficial if the project connects to a short or extended text.

### Writing Narratives - 20%

- Write one narrative 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 personal imitation)
- Write to reflect on what they have read through imaginative writing and to practice sequencing events and ideas through narrative descriptions

# 10<sup>th</sup> Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

## 2<sup>nd</sup> Quarter-Length Module

### Reading Complex Texts

Read grade level texts of appropriate complexity

#### Short Texts

Literature - 50%

US Historical Documents – 50%



Literature 2-3  
U.S. historical documents 1 -2

#### 3-5 Short Texts (3-4 weeks)

Draw ample evidence from texts  
Present analyses in writing as well as through speaking

Connect the extended text to 1 or more short texts

#### Extended Text

Informational Texts



1 Extended Text (2-3 weeks)  
Perform a close, analytic reading  
Compare and synthesize ideas across other related texts  
Conduct text-focused discussions  
Produce written work

### Writing About Texts – 80% Analytical - Balance of Argument & Informative/Explanatory

Mix of on-demand, review, and revision writing tasks

Build confidence and competence with technology

#### Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

#### Writing Analyses – Four-Six Analyses that Focus on Inform & Explain\*

- Use evidence
- Craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft multiparagraph responses
- Within the course of the **year**, writing should include comparative analysis and compositions that share findings from the research project

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#### Writing Extended Research Projects\* (Research aligned with the standards could take 1-2 weeks of instruction)

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\* Beneficial if the project connects to a short or extended text.

### Writing Narratives – 20%

- Write one narrative 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 have read through imaginative writing and to practice sequencing events and ideas through narrative descriptions

# 10<sup>th</sup> Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

## 3<sup>rd</sup> Quarter-Length Module

### Reading Complex Texts

Read grade level texts of appropriate complexity

#### Short Texts

World Literature - 50%  
Informational – 50%



World Literature 2-3 Informational Texts 1-2	<b>3-5 Short Texts (3-4 weeks)</b> Draw ample evidence from texts Present analyses in writing as well as through speaking
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Connect the extended text to 1 or more short text.
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#### Extended Text

World Literature



Perform a close, analytic reading Compare and synthesize ideas across other related texts Conduct text-focused discussions Produce written work	<b>1 Extended Text (2-3 weeks)</b>
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### Writing About Texts – 80% Analytical – Balance of Argument & Informative/Explanatory

Mix of on-demand, review, and revision writing tasks  
Build confidence and competence with technology

#### Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

#### Writing Analyses – Four-Six Analyses that Focus on Inform & Explain\*

- Use evidence
- Craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft multiparagraph responses
- Within the course of the **year**, writing should include comparative analysis and compositions that share findings from the research project

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#### Writing Extended Research Projects\* (Research aligned with the standards could take 1-2 weeks of instruction)

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- Integrate information gathered in a manner that maintains the flow of ideas
- Present findings in a variety of modes in both informal and more formal argumentative or explanatory contents in writing or oral formats

\* Beneficial if the project connects to a short or extended text.

### Writing Narratives - 20%

- Write one narrative 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

## 10<sup>th</sup> Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

### 4<sup>th</sup> Quarter-Length Module

#### Reading Complex Texts

Read grade level texts of appropriate complexity

##### Short Texts

Literature - 50%

US Historical Documents – 50%



Literature 2-3 U.S. historical documents 1 -2	<b>3-5 Short Texts (3-4 weeks)</b> Draw ample evidence from texts Present analyses in writing as well as through speaking
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Perform a close, analytic reading Compare and synthesize ideas across other related texts Conduct text-focused discussions Produce written work	<b>1 Extended Text (2-3 weeks)</b>
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Connect the extended text to 1 or more short texts.
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##### Extended Text

Informational Texts

#### Writing about Texts – 80% Analytical – Balance of Argument & Informative/Explanatory

Mix of on-demand, review, and revision writing assignments

Build confidence and competence with technology

#### Writing Routinely

- Write short constructed-responses to text-dependent questions
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- Use evidence and craft writing that displays logical integration and coherence
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- Assess the usefulness of each source
- Refocus research during the process when appropriate
- Relate the information gathered in a manner that maintains the flow of ideas
- Present findings in a variety of modes in both informal and more formal argumentative or explanatory contents in writing or oral formats.

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#### Writing Narratives – 20%

- Write one narrative 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



## Writing Standards Progression from Grade 9-10 to Grade 11-12

In grades 11 and 12, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.11-12.1-3).

Specific changes in the Writing Standards from grades 9-10 to grades 11-12 are highlighted in the chart below:

Grades 9-10 , Standard 1 (W.9-10.1)	Grades 11-12 Standard 1 (W.11-12.1)
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) 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.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, <u>knowledgeable</u> claim(s), <u>establish the significance of the claim(s)</u>, distinguish the claim(s) from alternate or opposing claims, and create an organization that <u>logically sequences</u> claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly <u>and thoroughly</u>, supplying <u>the most relevant</u> evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, <u>values</u>, and <u>possible biases</u>.</li> <li>c. Use words, phrases, and clauses <u>as well as varied syntax</u> to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>

Grades 9-10, Standard 2 (W.9-10.2)	Grades 11-12, Standard 2 (W.11-12.2)
<p>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.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>	<p>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.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information <u>so that each new element builds on that which precedes it to create a unified whole</u>; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic <u>thoroughly by selecting the most significant and</u> relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>Use appropriate and varied transitions <u>and syntax</u> to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language, domain-specific vocabulary, <u>and techniques such as metaphor, simile, and analogy</u> to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>

Grades 9-10, Standard 3 (W.9-10.3)	Grades 11-12, Standard 3 (W.11.12.3)
<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation <u>and its significance</u>, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole <u>and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</u>.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
Grades 9-10, Standard 4 (W.9-10.4)	Grades 11-12, Standard 4 (W.11-12.4)
<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
Grades 9-10, Standard 5 (W.9-10.5)	Grades 11-12, Standard 5 (W.11-12.5)
<p>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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.)</p>	<p>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. (Editing for conventions should demonstrate command of Language standards 1-3 <u>up to and including grades 11-12</u> on page 54.)</p>

<b>Grades 9-10, Standard 6 (W.9-10.6)</b>	<b>Grades 11-12, Standard 6 (W.11-12.6)</b>
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.	Use technology, including the internet, to produce, publish, and update individual or shared writing products <u>in response to ongoing feedback, including new arguments or information.</u>
<b>Grades 9-10, Standard 7 (W.9-10.7)</b>	<b>Grades 11-12, Standard 7 (W.11-12.7)</b>
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.	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.
<b>Grades 9-10, Standard 8 (W.9-10.8)</b>	<b>Grades 11-12, Standard 8 (W.11-12.8)</b>
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.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the <u>strengths and limitations</u> of each source <u>in terms of the task, purpose, and audience</u> ; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and <u>overreliance on any one source</u> and following a standard format for citation.
<b>Grades 9-10, Standard 9 (W.9-10.9)</b>	<b>Grades 11-12, Standard 9 (W.11-12.9)</b>
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9-10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., “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”).</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <u><i>grades 11-12 Reading standards</i></u> to literature (e.g., “<u>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics</u>”).</p> <p>b. Apply <u><i>grades 11-12 Reading standards</i></u> to literary nonfiction (e.g., “Delineate and evaluate the <u>reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]</u>”).</p>

Grades 9-10, Standard 10 (W.9-10.10)	Grades 11-12, Standard 10 (W.11-12.10)
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.	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.

### Speaking and Listening Standards Progression from Grades 9-10 to Grades 11-12

In grades 11 and 12, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information both clearly and persuasively. They are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grades 9-10 to grades 11-12 are highlighted in the chart below:

Grades 9-10, Standard 1 (SL.9-10.1)	Grades 11-12, Standard 1 (SL.11-12.1)
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>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.</li> <li>Respond thoughtfully to diverse perspectives, 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.</li> </ol>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to <u>promote civil, democratic</u> discussions and decision-making, set clear goals and deadlines, <u>and establish</u> individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that <u>probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue</u>; clarify, verify, or challenge ideas and conclusions; <u>and promote divergent and creative perspectives</u>.</li> <li>Respond thoughtfully to diverse perspectives; <u>synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task</u>.</li> </ol>
Grades 9-10, Standard 2 (SL.9-10.2)	Grades 11-12, Standard 2 (SL.11-12.2)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) <u>in order to make informed decisions and solve problems</u> , evaluating the credibility and accuracy of each source <u>and noting any discrepancies among the data</u> .
<b>Grades 9-10, Standard 3 (SL.9-10.3)</b>	<b>Grades 11-12, Standard 3 (SL.11-12.3)</b>
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, <u>assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used</u> .
<b>Grades 9-10, Standard 4 (SL.9-10.4)</b>	<b>Grades 11-12, Standard 4 (SL.11-12.4)</b>
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Present information, findings, and supporting evidence, <u>conveying a clear and distinct perspective</u> , such that listeners can follow the line of reasoning, <u>alternative or opposing perspectives are addressed</u> , and the organization, development, substance, and style are appropriate to purpose, audience, and <u>a range of formal and informal tasks</u> .
<b>Grades 9-10, Standard 5 (SL.9-10.5)</b>	<b>Grades 11-12, Standard 5 (SL.11-12.5)</b>
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.	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.
<b>Grades 9-10, Standard 6 (SL.9-10.6)</b>	<b>Grades 11-12, Standard 6 (SL.11-12.6)</b>
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 54 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See <u>grades 11-12</u> Language standards 1 and 3 on page 54 for specific expectations.)

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## Content Model Frameworks English Language Arts

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