

English Language Arts Standards Toolkit for 9-10 Educators

The English Language Arts (ELA) Standards Toolkit for 9-10 Educators is a resource for teachers. The toolkit contains a collection of vetted resources and interactive tools provided by CPALMS (www.CPALMS.org) to help educators effectively implement teaching standards. CPALMS, the state of Florida's official source for standards information and course descriptions, offers grade-level resources which contain the following:

- The **ELA standard** and **site link** which provide a description of the standard.
- **Lesson Plans** that align to each standard. Some lessons are identified as incorporating science, technology, engineering and math (STEM).
- **Related Courses** which are a list of ELA courses that contain the specific standard.
- **Access Points** that provide the expectations for students with significant cognitive disabilities.
- **Teaching Ideas/Parent Resources/Worksheets** links to additional lesson plans and resources that align to the standard.
- **Original Student Tutorials and Accessible versions of the tutorials in PDF Format** are available for some of the standards. These interactive tutorials are designed to provide instruction, practice and feedback in the ELA standards.
- **Florida Standards Assessment (FSA) Writing Professional Development Modules link** directs you to the *Just Read, Florida!* website that contains videos along with facilitator and participant guides that are available to use in your districts and schools during planning time or Professional Learning Communities (PLCs) to gain deeper understanding of the Florida Standards, FSA Writing rubrics and ways to help students develop as proficient writers. <http://www.fldoe.org/academics/standards/just-read-fl/fsa-pd.stml>

Additional information on the Florida Standards Assessment for ELA may be found at www.FSAssessments.org. Please note, CPALMS is optimized to work best with Internet Explorer 9+, FireFox 23+, Safari 5+ and Chrome 28+. For more information, go to http://www.cpalms.org/support/system_requirements.aspx.

Grade 9-10 ELA Educator Toolkit

Standards and Site Links	CPALMS Lesson Plans & CPALMS Related Resources
Strand: Language	
<p>LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use parallel structure. b. 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. <p>Cluster: Conventions of Standard English</p> <p>Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Points LAFS.910.L.1.AP.1a LAFS.910.L.1.AP.1b</p>	<p>Comparing Irony: The Gift of the Magi-- Lesson 3 of 3</p> <p>To Kill A Mockingbird: A Historical Perspective</p> <p>The Passion of Punctuation</p> <p>Elaborate Your Writing: Prepositions and Adjectives</p> <p>Related Student Resources Effective Writing: Grammar</p>
<p>LAFS.910.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. <p>Cluster: Conventions of Standard English</p> <p>Content Complexity Rating: Level 2: Basic Application of Skills & Concepts</p> <p>Access Points LAFS.910.L.1.AP.2a LAFS.910.L.1.AP.2b LAFS.910.L.1.AP.2c</p>	<p>The Passion of Punctuation</p> <p>Grammar and Usage: Colons</p> <p>Related Student Resources Grammar & Usage: Spelling Confusables</p>
<p>LAFS.910.RL.1.3 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.</p>	<p>“Greek Mythology Version 2.0: To Be or Not to Be an Epic Hero?”</p> <p>Charlotte Perkins Gilman's "The Yellow Wall-paper"—Writing Women</p>

Grade 9-10 ELA Educator Toolkit

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<p>Cluster: Key Ideas and Details</p> <p>Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Points LAFS.910.RL.1.AP.3a LAFS.910.RL.1.AP.3b</p>	<p>Related Student Resources Analyzing A Complex Character - Fahrenheit 451</p>
<p>LAFS.910.L.2.3</p> <p>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.</p> <ol style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type. <p>Cluster: Knowledge of Language</p> <p>Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Point LAFS.910.L.2.AP.3a</p>	<p>What You Say: Language Context Matters</p> <p>Related Student Resources MLA Format and Documentation OWL Purdue: MLA Works Cited</p>
<p>LAFS.910.L.3.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. 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). 	<p>A Lesson on Context Clues</p> <p>An Introduction with Death: A Close Reading of the Prologue from The Book Thief by Markus Zusak</p> <p>Analyzing Diction</p> <p>Related Student Resources Analyzing Words and Phrases with the Gettysburg Address Understanding and Using Context Clues with the Help of Patrick Henry</p>

Grade 9-10 ELA Educator Toolkit

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<p>Cluster: Vocabulary Acquisition and Use</p> <p>Content Complexity: Level 2: Basic Application of Skills & Concepts</p> <p>Access Points LAFS.910.L.3.AP.4a LAFS.910.L.3.AP.4b LAFS.910.L.3.AP.4c LAFS.910.L.3.AP.4d LAFS.910.L.3.AP.4e</p>	
<p>LAFS.910.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. <p>Cluster: Vocabulary Acquisition and Use</p> <p>Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Points LAFS.910.L.3.AP.5a LAFS.910.L.3.AP.5b LAFS.910.L.3.AP.5c LAFS.910.L.3.AP.5d LAFS.910.L.3.AP.5e</p>	<p>Emily Dickinson: Poet Extraordinaire of Language, Time and Space</p> <p>Annotation and Close Reading Passage Analysis</p> <p>Related Student Resources Figurative Language and its Role in Poetry</p>

Grade 9-10 ELA Educator Toolkit

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<p>LAFS.910.L.3.6 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.</p> <p>Cluster: Vocabulary Acquisition and Use</p> <p>Content Complexity Rating: Level 2: Basic Application of Skills & Concepts</p> <p>Access Points LAFS.910.L.3.AP.6a LAFS.910.L.3.AP.6b</p>	<p>A Lesson on Context Clues</p> <p>Analyzing Logos, Ethos, Pathos in "The Meaning of July Fourth for the Negro"</p> <p>Creating Brave New Voices Amongst Students: Part II</p> <p>Related Student Resources Vocabulary Flashcards-Vocabulary Building & SAT Prep</p>
<h2 style="margin: 0;">Strand: Reading Informational Text</h2>	
<p>LAFS.910.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Cluster: Key Ideas and Details</p> <p>Content Complexity: Level 2: Basic Application of Skills & Concepts</p> <p>Access Points LAFS.910.RI.1.AP.1a LAFS.910.RI.1.AP.1b</p>	<p>Analyzing Night by Elie Wiesel Using a Socratic Seminar</p> <p>Behind the Cover: Investigating the Backstory of Frankenstein and other Classics</p> <p>CIS: Genetically Engineered Food Labeling Taken on by Congress in Right-To-Know Act</p> <p>Related Student Resources Analyzing President Wilson's War Message to Congress</p>
<p>LAFS.910.RI.1.2 Determine a 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.</p> <p>Cluster: Key Ideas and Details</p> <p>Content Complexity: Level 2: Basic Application of Skills & Concepts</p>	<p>Buried in Ash: New Revelations of an Ancient Culture</p> <p>Essential Liberty v. Temporary Safety</p> <p>Related Student Resources The Cost of Indifference: Determining the Central Idea</p>

Grade 9-10 ELA Educator Toolkit

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<p>Access Points LAFS.910.RI.1.AP.2a LAFS.910.RI.1.AP.2b LAFS.910.RI.1.AP.2c LAFS.910.RI.1.AP.2d</p>	
<p>LAFS.910.RI.1.3 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 connections that are drawn between them. Cluster: Key Ideas and Details</p> <p>Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Points LAFS.910.RI.1.AP.3a LAFS.910.RI.1.AP.3b</p>	<p>Related Student Resources Skillswise Reading: Inferring and Summarizing:</p>
<p>LAFS.910.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). Cluster: Craft and Structure</p> <p>Content Complexity: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Points LAFS.910.RI.2.AP.4a LAFS.910.RI.2.AP.4b</p>	<p>Analyzing the Rhetoric of JFK’s Inaugural Address</p> <p>Swagger: Shakespeare versus Jay Z</p> <p>Related Student Resources Analyzing Words and Phrases with the Gettysburg Address</p> <p>Writer's Tricks: Intended Effects on Readers</p>
<p>LAFS.910.RI.2.5 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). Cluster: Craft and Structure</p>	<p>Buried in Ash: New Revelations of an Ancient Culture</p> <p>The Surveillance Society – Is Privacy just an Illusion?</p>

Grade 9-10 ELA Educator Toolkit

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<p>Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Points LAFS.910.RI.2.AP.5a LAFS.910.RI.2.AP.5b</p>	<p>Related Student Resources Analyzing an Author’s Claims</p>
<p>LAFS.910.RI.2.6 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.</p> <p>Cluster: Craft and Structure</p> <p>Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Points LAFS.910.RI.2.AP.5a LAFS.910.RI.2.AP.5b</p>	<p>What You Say: Language Context Matters</p> <p>A NanoDegree that Can Get You a Programmer Position with Google?</p> <p>Related Student Resources Analyzing an Author’s Claims</p>
<p>LAFS.910.RI.3.7 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.</p> <p>Cluster: Integration of Knowledge and Ideas</p> <p>Content Complexity Rating: Level 2: Basic Application of Skills & Concept</p> <p>Access Point LAFS.910.RI.3.AP.7a</p>	<p>A Biography Study: Using Role-Play to Explore the Lives of Authors</p> <p>Elie’s Life through Many Mediums</p> <p>Using Textual Elements to Connect Poe’s “The Masque of the Red Death” with Historic/Modern Diseases</p> <p>Related Student Resources Get More of the Scoop: Analyzing Text and Video Accounts of a Subject</p>
<p>LAFS.910.RI.3.8 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.</p> <p>Cluster: Integration of Knowledge and Ideas</p>	<p>One rotten apple spoils the bunch! An Argument Analysis of Disney’s Guest Assistance Card Program</p> <p>Privacy: A Matter of National Security?</p> <p>Related Student Resources</p>

Grade 9-10 ELA Educator Toolkit

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<p>Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Points LAFS.910.RI.3.AP.8a LAFS.910.RI.3.AP.8b LAFS.910.RI.3.AP.8c LAFS.910.RI.3.AP.8d LAFS.910.RI.3.AP.8e</p>	<p>Skillswise Reading: Distinguishing Fact from Opinion</p>
<p>LAFS.910.RI.3.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>Cluster: Integration of Knowledge and Ideas</p> <p>Content Complexity Rating: Level 2: Basic Application of Skills & Concepts</p> <p>Access Points LAFS.910.RI.3.AP.9a LAFS.910.RI.3.AP.9b</p>	<p>Analyzing Logos, Ethos, Pathos in "The Meaning of July Fourth for the Negro"</p> <p>Related Student Resource Analyzing Related Concepts in Historical U.S. Documents</p>
<p>LAFS.910.RI.4.10 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. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p>Cluster: Range of Reading and Level of Text Complexity</p> <p>Content Complexity Rating: Level 2: Basic Application of Skills & Concepts</p> <p>Access Points LAFS.910.RI.4.AP.10a LAFS.910.RI.4.AP.10b LAFS.910.RI.4.AP.10c</p>	<p>Analyzing Logos, Ethos, Pathos in "The Meaning of July Fourth for the Negro"</p> <p>CIS: Ban on Bottled Water, Apparently a First, Puts a Small Town on a Big Stage</p> <p>Related Student Resource Analyzing Related Concepts in Historical U.S. Documents</p>

Grade 9-10 ELA Educator Toolkit

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Strand: Reading Literature	
<p>LAFS.910.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Cluster: Key Ideas and Details Content Complexity Rating: Level 2: Basic Application of Skills & Concepts</p> <p>Access Points LAFS.910.RL.1.AP.1a LAFS.910.RL.1.AP.1b LAFS.910.RL.1.AP.1c LAFS.910.RL.1.AP.1d</p>	<p>The Past and the Future</p> <p>Teaching Student Annotation: Constructing Meaning Through Connections</p> <p>Related Student Resources Analyzing Rhetoric in Harper Lee's To Kill a Mockingbird</p> <p>Greek Monsters on Parade</p>
<p>LAFS.910.RL.1.2 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.</p> <p>Cluster: Key Ideas and Details Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Points LAFS.910.RL.1.AP.2a LAFS.910.RL.1.AP.2b LAFS.910.RL.1.AP.2c</p>	<p>Analyzing a Modern Take (in Film) on Vonnegut's View of the Future in "Harrison Bergeron"</p> <p>The Gift of the Magi</p> <p>Close Reading: "My Watch: An Instructive Little Tale" by Mark Twain</p> <p>Teaching Idea: Songs as a Way to Analyze Text, Words and Main Idea</p> <p>Related Student Resources Greek Monsters on Parade</p> <p>Scout Learns Life Lessons: Analyzing How a Character Develops Themes</p>
<p>LAFS.910.RL.2.4 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).</p>	<p>"What good are the words?" A Close Reading of an excerpt from The Book Thief</p> <p>Analyzing Diction</p> <p>Related Student Resources Shakespearean Dating Tips</p>

Grade 9-10 ELA Educator Toolkit

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<p>Cluster: Craft and Structure</p> <p>Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Points LAFS.910.RL.2.AP.4a</p>	
<p>LAFS.910.RL.2.5 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.</p> <p>Cluster: Craft and Structure</p> <p>Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Point LAFS.910.RL.2.AP.5a</p>	<p>Culture, Character, Color and Doom: Close Reading Faulkner's "A Rose for Emily"</p> <p>Exploring Irony with the Conclusion of All Quiet on the Western Front</p> <p>Related Student Resource Analyzing the Effects of Text Structures in Ylla from the Martian Chronicles</p>
<p>LAFS.910.RL.2.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>Cluster: Craft and Structure</p> <p>Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Points LAFS.910.RL.2.AP.6a LAFS.910.RL.2.AP.6b</p>	<p>Love Across the Genres: Poetry</p> <p>Romeo! Why do you have to be a doggone Montague?</p> <p>Related Student Resource How Cultural Experience Shapes Perspective</p>

Grade 9-10 ELA Educator Toolkit

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<p>LAFS.910.RL.3.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>Cluster: Integration of Knowledge and Ideas</p> <p>Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Point LAFS.910.RL.3.AP.7a</p>	<p>An Abridged Hero: The Archetypal Hero's Journey in Novella, Poem and Music Video Form</p> <p>Exploring Immigration and America through Poetry, Photography, a Speech and Fine Art: Part 1</p> <p>Related Student Resource A Look at the Past: Women at Work-- Analyzing a Subject in Different Mediums</p>
<p>LAFS.910.RL.3.9 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>Cluster: Integration of Knowledge and Ideas</p> <p>Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Point LAFS.910.RL.3.AP.9a</p>	<p>Shall I Compare Thee to a Previously Written Sonnet?</p> <p>Related Student Resource The Literary Magic of Allusions and Archetypes</p>
<p>LAFS.910.RL.4.10 By the end of grade 9, read and comprehend literature, including stories, dramas and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p>Cluster: Range of Reading and Level of Text Complexity</p> <p>Content Complexity Rating: Level 2: Basic Application of Skills & Concepts</p> <p>Access Points LAFS.910.RL.4.AP.10a LAFS.910.RL.4.AP.10b</p>	<p>Greek Mythology: The Odyssey, Odysseus and What Makes an Epic Hero</p> <p>Happily Ever After? Exploring Character, Conflict and Plot in Dramatic Tragedy</p> <p>Related Student Resource Scout Learns Life Lessons: Analyzing How a Character Develops Themes</p>

Grade 9-10 ELA Educator Toolkit

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Strand: Speaking and Listening	
<p>LAFS.910.SL.1.1</p> <p>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.</p> <ol style="list-style-type: none">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.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.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.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. <p>Cluster: Comprehension and Collaboration</p> <p>Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Points</p> <p>LAFS.910.SL.1.AP.1a LAFS.910.SL.1.AP.1b LAFS.910.SL.1.AP.1c LAFS.910.SL.1.AP.1d LAFS.910.SL.1.AP.1e LAFS.910.SL.1.AP.1f</p>	<p>Cleaning Up Your Act</p> <p>Developing Persuasive Arguments Through Ethical Inquiry: Two Prewriting Strategies</p> <p>Related Student Resource</p> <p>Skillswise Speaking: Communication Guidelines</p>

Grade 9-10 ELA Educator Toolkit

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<p>LAFS.910.SL.1.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>Cluster: Comprehension and Collaboration</p> <p>Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Point LAFS.910.SL.1.AP.2a</p>	<p>A Biography Study: Using Role-Play to Explore the Lives of Authors</p> <p>Ethos, Pathos and Logos (Part 1): Rhetorical Appeals used in Commercials</p> <p>Ethos, Pathos and Logos (Part 2): Statement Analysis</p> <p>Ethos, Pathos and Logos (Part 3): Writing Persuasively</p>
<p>LAFS.910.SL.1.3 Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>Cluster: Comprehension and Collaboration</p> <p>Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Points LAFS.910.SL.1.AP.3a LAFS.910.SL.1.AP.3b LAFS.910.SL.1.AP.3c LAFS.910.SL.1.AP.3d</p>	<p>Alternative Fuel Systems</p> <p>Analyzing the Rhetoric of JFK’s Inaugural Address</p> <p>Turning Tires Model Eliciting Activity</p>
<p>LAFS.910.SL.2.4 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.</p> <p>Cluster: Presentation of Knowledge and Ideas</p> <p>Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Point LAFS.910.SL.2.AP.4a</p>	<p>Research Paper Adapted into a Speech</p> <p>Sold: Our Role in a Small World - Lesson 2</p> <p>Which Brand of Chocolate Chip Cookie Would You Buy?</p>

Grade 9-10 ELA Educator Toolkit

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<p>LAFS.910.SL.2.5 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.</p> <p>Cluster: Presentation of Knowledge and Ideas</p> <p>Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Point LAFS.910.SL.2.AP.5a</p>	<p>And Justice for All: The Trail of Tears, Mexican Deportation and Japanese Internment</p>
<p>LAFS.910.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Cluster: Presentation of Knowledge and Ideas</p> <p>Content Complexity Rating: Level 2: Basic Application of Skills & Concepts</p> <p>Access Point LAFS.910.SL.2.AP.6a</p>	<p>Creating Brave New Voices Amongst Students</p> <p>Research Paper Adapted into a Speech</p> <p>Related Student Resources Skillswise Speaking: Formal vs. Informal Guidelines</p>
Strand: Writing	
<p>LAFS.910.W.1.1 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"> 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. 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. c. Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships 	<p>Elie’s Life through Many Mediums</p> <p>Related Student Resources Diabetic Dilemma</p> <p>Original Tutorial: Planning Argument Writing: E-Waste</p> <p>Original Tutorial: Introductions in Argument Writing: E-Waste</p> <p>Original Tutorial: Body Paragraphs in Argument Writing: E-Waste</p>

Grade 9-10 ELA Educator Toolkit

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<p>between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Cluster: Text Types and Purposes</p> <p>Content Complexity Rating: Level 4: Extended Thinking &Complex Reasoning</p> <p>Access Points LAFS.910.W.1.AP.1a LAFS.910.W.1.AP.1b LAFS.910.W.1.AP.1c LAFS.910.W.1.AP.1d LAFS.910.W.1.AP.1e LAFS.910.W.1.AP.1f LAFS.910.W.1.AP.1g LAFS.910.W.1.AP.1h</p>	<p>Original Tutorial: Research Writing: It's Not Magic</p> <p>Original Tutorial: Analyzing President Wilson's War Message to Congress</p> <p>Original Tutorial: Get More of the Scoop: Analyzing Text and Video Accounts of a Subject</p> <p>Ethos, Pathos and Logos (Part 1): Rhetorical Appeals used in Commercials</p> <p>Ethos, Pathos and Logos (Part 2): Statement Analysis</p> <p>Ethos, Pathos and Logos (Part 3): Writing Persuasively</p> <p>Original Tutorial: Analyzing A Complex Character - Fahrenheit 451</p> <p>Original Tutorial: Analyzing Rhetoric in Harper Lee's To Kill a Mockingbird</p>
<p>LAFS.910.W.1.2</p> <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> <p>a. 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.</p> <p>b. 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.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p>Lively Writing Through Professional Models</p> <p>Looking Over the Mountaintop: Central Ideas</p> <p>CIS: How Environment and Technology Can Improve Health Care</p> <p>Not Your Analogue Research Paper</p> <p>Related Student Resources The Power of a Great Introduction</p>

Grade 9-10 ELA Educator Toolkit

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<p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. 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).</p> <p>Cluster: Text Types and Purposes</p> <p>Content Complexity Rating: Level 4: Extended Thinking &Complex Reasoning</p> <p>Access Points LAFS.910.W.1.AP.2a LAFS.910.W.1.AP.2b LAFS.910.W.1.AP.2c LAFS.910.W.1.AP.2d LAFS.910.W.1.AP.2e LAFS.910.W.1.AP.2f LAFS.910.W.1.AP.2g LAFS.910.W.1.AP.2h</p>	
<p>LAFS.910.W.1.3 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"> a. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. 	<p>From Animal Farm to Fables – Elements of a Fable Writing Assignment</p> <p>Analyzing the theory of plate tectonics performance task assessment</p> <p>Related Student Resources Slowing Down Time (in Writing and in Film)</p> <p>Original Tutorial: Penning a Narrative</p>

Grade 9-10 ELA Educator Toolkit

Standards and Site Links	CPALMS Lesson Plans & CPALMS Related Resources
<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Cluster: Text Types and Purposes</p> <p>Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Points LAFS.910.W.1.AP.3a LAFS.910.W.1.AP.3b LAFS.910.W.1.AP.3c LAFS.910.W.1.AP.3d LAFS.910.W.1.AP.3e LAFS.910.W.1.AP.3f LAFS.910.W.1.AP.3g LAFS.910.W.1.AP.3h</p>	
<p>LAFS.910.W.2.4 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>Cluster: Production and Distribution of Writing</p> <p>Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Points LAFS.910.W.2.AP.4a LAFS.910.W.2.AP.4b LAFS.910.W.2.AP.4c</p>	<p>An Argumentative Essay in Support of the Abridged Hero's Journey</p> <p>Analyzing Author Style Using Sentence Combining</p> <p>Cause and Effect Writing: What it Looks Like and Who Reads It</p> <p>From Aesop to Steinbeck--Lesson 2: TIQA Writing, Supporting and Proving Theme Statements</p> <p>Related Student Resources Effective Writing: Organization</p> <p>Guide to Grammar and Writing: Principles of Composition</p> <p>Skillswise Writing: Building Paragraphs</p> <p>Skillswise Writing: Format and Style</p>

Grade 9-10 ELA Educator Toolkit

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<p>LAFS.910.W.2.5 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.</p> <p>Cluster: Production and Distribution of Writing</p> <p>Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning</p> <p>Access Points LAFS.910.W.2.AP.5a LAFS.910.W.2.AP.5b LAFS.910.W.2.AP.5c LAFS.910.W.2.AP.5d LAFS.910.W.2.AP.5e</p>	<p>Analyzing Author Style Using Sentence Combining</p> <p>Highlighting Revisions, Annotating Changes</p> <p>It Works: Peer Review for the Collaborative Classroom</p> <p>Original Tutorial: Planning Argument Writing: E-Waste</p> <p>Related Student Resources Skillswise Writing: Editing and Proofreading Skillswise Writing: Planning</p>
<p>LAFS.910.W.3.8 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>Cluster: Research to Build and Present Knowledge</p> <p>Content Complexity Rating: Level 4: Extended Thinking &Complex Reasoning</p> <p>Access Points LAFS.910.W.3.AP.8a LAFS.910.W.3.AP.8b LAFS.910.W.3.AP.8c LAFS.910.W.3.AP.8d LAFS.910.W.3.AP.8e</p>	<p>Adding Support and Detail Without Getting Arrested!</p> <p>Ripples of the Great Depression: 1930s to today</p> <p>Related Student Resources Original Tutorial: Careful Choices: Integrating Information and Selecting for Style</p> <p>Original Tutorial: In Search of Sources</p> <p>Effective Writing: Style</p> <p>OWL Purdue: MLA Works Cited</p> <p>Plagiarism: What it is and How to Avoid It</p> <p>Purdue OWL: MLA Format (Basics)</p> <p>Recognizing and Avoiding Plagiarism</p> <p>MLA Format and Documentation</p>