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| **9-10** | **ELA 9-10 Question Stems and Learning Targets** | | | |
|  | **STANDARD** | **“I Can” LEARNING SKILL** | **QUESTION STEM** |  |
|  | **Reading: Literature** | | | |
| **10RL1** | **10RL1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** | | | |
| RL1  I can | * I can…Make specific references to passages and events from a text to prove what the text says directly as well as the meaning I can infer indirectly. * Figure out what the text says directly (explicitly) * Make meaning by asking “why” questions * Find appropriate quotations and references to elements of the plot to support #1 and #2 | | | |
| RL1 | • Why was Jonathan able to win the competition? How do you know? What is the strong and thorough textual evidence that supports your answer? | | | |
| RL1 | • What is so special about Mario’s accomplishments? How do you know? What is the strong and thorough textual evidence that supports your answer? | | | |
| RL1 | • How did moving to New York impact Juan’s career? How do you know? What is the strong and thorough textual evidence that supports your answer? | | | |
| RL1 | • Why is Tiesha confused? How do you know? What is the strong and thorough textual evidence that supports your answer? | | | |
| RL1 | • How is John different from Paul? What is the strong and thorough textual evidence that supports your answer? | | | |
| **10RL2** | **10RL2 – 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.** | | | |
| RL2  I can | * I can…determine a theme and explain its development throughout the text using specific details.   + 1. Define “theme”   + 2. Read a text and be able to extract the author’s purpose   + 3. Find appropriate quotations and references from the entire work that show how the theme emerges and is refined * I can…objectively summarize a text.   + 1. Understand the difference between writing objectively and subjectively   + 2. Read a text and summarize the storyline. | | | |
| RL2 | • What is the theme of \_\_\_\_\_ (text title)? How does the author develop this theme over the course of the text? Use examples from the text to support your analysis. | | | |
| RL2 | • What is the central idea of \_\_\_\_\_ (text title)? How does the author develop this idea over the course of the text? Use examples from the text to support your analysis. | | | |
| RL2 | • How is the theme of the story/novel/drama/poem shaped and refined by specific details? Use examples from the text to support your analysis. | | | |
| RL2 | • Summarize the story/drama/poem objectively. | | | |
| **10RL3** | **10RL3 – 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.** | | | |
| RL3  I can | * I can…identify and analyze complex characters.   + 1. Define “complex character”   + 2. Read a text and figure out who the complex character is   + 3. Describe what makes the character complex using appropriate quotations and references from the entire work * I can…show how a complex character develops throughout the text.   + 1. Identify the complex character   + 2. Identify moments in the plot using specific quotations and references from the entire work that show change in the complex character. * I can…show how a complex character interacts with other characters.   + 1. Identify the complex character   + 2. Identify interactions between the complex character and other characters   + 3. Identify how the characteristics of the complex character affect these interactions * I can…show how the complex character and his/her interactions with other characters advance the plot.   + 1. Identify the complex character   + 2. Identify interactions between complex character and others   + 3. Identify how complex character affects these interactions   + 4. Show how the interactions move the plot forward. * I can…show how the complex character and his/her interactions with other characters develop the theme.   + 1. Identify the complex character   + 2. Identify interactions between complex character and others   + 3. Identify how complex character affects these interactions   + 4. Show how the interactions develop the author’s point | | | |
| RL3 | • How does \_\_\_\_\_ (a character) develop over the course of the drama? Use examples from the drama in your analysis. | | | |
| RL3 | • How does the development of \_\_\_\_\_ (a character) over the course of the story advance the plot? Use examples from the story in your analysis. | | | |
| RL3 | • How does the author use the actions of \_\_\_\_ (a character) over the course of the story to develop the theme? Use examples from the story in your analysis. | | | |
| RL3 | • How does the author use Maria’s interactions with the other characters in the novel to reveal her conflicting motivations? Use examples from the novel in your analysis. | | | |
| RL3 | • How does the author use Justin’s interactions with the other characters in the novel to advance the plot? Use examples from the novel in your analysis. | | | |
| **10RL4** | **10RL4 – Determine the meaning of words and phrases as they are used in a 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).** | | | |
| RL4  RL4  I can | * I can…figure out the meaning of words and phrases as they are used in context.   + 1. Define words and phrases given the context of the sentence and entire text. * I can…figure out the meaning of figurative words and phrases as they are used in the text.   + 1. Define figurative words and phrases   + 2. Figure out their meaning in the context of the sentence and entire text. * I can… figure out the connotative meanings of words and phrases as they are used in the text.   + 1. Define connotative   + 2. Identify words and phrases with connotative meanings   + 3. Figure out their meaning in the context of the sentence and the entire text. * I can…analyze the use of word choice including figurative words and words with strong connotation and its effect on meaning and tone.   + 1. Identify words and phrases that are figurative and/or have strong connotation   + 2. Determine the meaning and tone of the piece   + 3. Analyze the use of *the specific* words and phrases for *the specific* meaning and tone (i.e. prove that #1 demonstrates #2) | | | |
| RL4 | • What is the meaning of \_\_\_\_\_\_ in paragraph 2? | | | |
| RL4 | • Which words help the reader understand the meaning of \_\_\_\_\_ in paragraph 5? | | | |
| RL4 | • What is meant by the phrase, “As solid as the ground we stand on,” in paragraph 3? | | | |
| RL4 | • What is meant by the phrase, “You are the sun in my sky,” in paragraph 6? | | | |
| RL4 | • How does the use of the word “scrawny” rather than “skinny” impact the image the author is creating of the main character? | | | |
| RL4 | • How does the use of the phrase “barged in” rather than “entered the room” change the tone of the scene the author is creating? | | | |
| RL4 | • What is the overall tone of the text? How does the author create that tone? Use specific examples to support your analysis. | | | |
| RL4 | • How does the author’s word choice impact the story? Use specific examples from the text to support your analysis. | | | |
| RL4 | • How does the author’s word choice contribute to the text’s sense of time and place? Use specific examples from the text to support your analysis. | | | |
| RL4 | • What is the cumulative impact of the author’s specific word choices on the story’s tone? Use specific examples from the text to support your analysis. | | | |
| RL4 | • What is the cumulative impact of the author’s specific word choices on the story’s meaning? Use specific examples from the text to support your analysis. | | | |
| **10RL5** | **10RL5 – 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.** | | | |
| RL5  I can | * I can…figure out the structure of the text and the order of events.   + 1. Plot events on a plot diagram   + 2. Determine the organization of the piece if unique (parallel plots) * I can…show how the author manipulates time.   + 1. Plot events on a plot diagram   + 2. Plot moments of time manipulation (ex. Pacing, flashback) * I can…I can show how the order of events and manipulation of time create mystery, tension, or surprise.   + 1. Plot events   + 2. Plot moments of time manipulation   + 3. Determine the author’s intended effect: mystery, tension, surprise?   + 4. Show how the arrangement of the events and progression of time achieve the intended effect (i.e. How do #1 and #2 lead to #3) | | | |
| RL5 | • How does the text structure the author chose contribute to the story? Use examples from the story in your analysis. | | | |
| RL5 | • How does the order of events contribute to the drama? Use examples from the drama in your analysis. | | | |
| RL5 | • How does having parallel plots contribute to the drama? Use examples from the drama in your analysis. | | | |
| RL5 | • How does the manipulation of time contribute to the story? Use examples from the story in your analysis. | | | |
| RL5 | • How does the author create mystery/tension/surprise in the story/drama? Use examples from the story/drama in your analysis. | | | |
| **10RL6** | **10RL6 – 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.** | | | |
| RL6  I can | * I can…identify a unique point of view or cultural experience.   + 1. Read literature from outside the United States   + 2. Determine the meaning and theme of the piece   + 3. Identify the point of view or cultural influence of the piece   + 4. Analyze the point of view or cultural influence on the meaning and theme (How does #3 lead to #2 | | | |
| RL6 | • How is the author’s cultural experience reflected in \_\_\_\_\_\_ (a work of literature from outside the U.S.)? Use examples from the text in your analysis. | | | |
| RL6 | • How is the author’s point of view reflected in \_\_\_\_\_\_\_ (a work of literature from outside the U.S.)? Use examples from the text in your analysis. | | | |
| **10RL7** | **10RL7 – 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).** | | | |
| RL7  I can | * I can…compare and contrast the representation of a subject in two different mediums.   + 1. View/Read about the same subject in two different ways (ex. Painting and text)   + 2. Compare and contrast the representation of the subject.   + 3. Analyze the similarities/differences in emphasis (What is emphasized) and absent (What is missing) in each. | | | |
| RL7 | • How do Dorothea Lange’s photographs from the Great Depression compare and contrast to the image created in The Grapes of Wrath? Use specific examples in your analysis. | | | |
| RL7 | • After reading a text and examining a painting of a key scene from that text, which elements are emphasized or absent in each treatment? Use specific examples in your analysis. | | | |
| RL7 | • After reading a text and examining a painting a key scene, what is the most likely reason(s) the author and the artist decided to emphasize or omit elements in each treatment? Use specific examples in your analysis. | | | |
| **10RL8** | **10RL8 – Not applicable** | | | |
| **10RL9** | **10RL9 – 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).** | | | |
| RL9  I can | * I can…figure out how an author uses and transforms source material in his work.   + 1. Identify the source material   + 2. Identify either the relevant theme or structure from the source to the current work   + 3. Analyze how #1 is developed in #2 | | | |
| RL9 | • What source material does \_\_\_\_ (an author) draw upon in \_\_\_\_ (text title)? Use examples from both texts to support your analysis. | | | |
| RL9 | • How does \_\_\_\_\_ (an author) draw on and transform source material in \_\_\_\_\_ (text title)? Use examples from both texts to support your analysis. | | | |
| **10RL10** | **10RL10 –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.** | | | |
| **10RL10** | • Information regarding text complexity can be found in Appendix A of the Common Core State Standards. | | | |
| **10RL10** | • Text exemplars can be found in Appendix B of the Common Core State Standards. | | | |
|  | **Reading: Informational** | | | |
| **10RI1** | **10RI1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** | | | |
| RI1  I can | * I can…Make specific references to passages and events from a text to prove what the text says *directly* as well as the meaning I can infer *indirectly*.   + 1. Figure out what the text says directly (explicitly)   + 2. Make meaning by asking “why” questions   + 3. Find appropriate quotations and references to elements of the plot to support #1 and #2 | | | |
| RI1 | • Based on the information in \_\_\_\_, which car is best for a large family? How do you know? What is the strong and thorough textual evidence that supports your answer? | | | |
| RI1 | • Why are spiders more beneficial than harmful? Give strong and thorough evidence from the article that supports your answer. | | | |
| RI1 | • Which step is most important in \_\_\_\_\_? How do you know? What is the strong and thorough textual evidence that supports your answer? | | | |
| RI1 | • Why is it important that birds fly south for the winter? How do you know? What is the strong and thorough textual evidence that supports your answer? | | | |
| RI1 | • As a result of their work, what will most likely happen to the snow geese population? How do you know? What is the strong and thorough textual evidence that supports your answer? | | | |
| RI1 | • How are insects and mammals alike and different? Give strong and thorough evidence from the article that supports your answer. | | | |
| **10RI2** | **10RI2 – 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.** | | | |
| RI2  I can | * I can…determine a central idea and explain its development throughout the text using specific details.   + 1. Define “central idea”   + 2. Read a text and be able to extract the author’s purpose   + 3. Find appropriate quotations and references from the entire work that show how the theme emerges and is refined * I can…objectively summarize a text.   + 1. Understand the difference between writing objectively and subjectively   + 2. Read a text and summarize the text. | | | |
| RI2 | • What is the central idea of \_\_\_\_\_\_ (title of a text)? How is the central idea developed over the course of the text? | | | |
| RI2 | • What is the central idea of \_\_\_\_ (title of text)? How does the author use specific details to shape and refine the central idea over the course of the text? | | | |
| RI2 | • Summarize, objectively, the information in the article. | | | |
| **10RI3** | **10RI3 – 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.** | | | |
| RI3  I can | * I can…summarize the order in which the author unfolds his main ideas or events.   + 1. Figure out the author’s main points   + 2. Trace the development of the author’s main points   + 3. Determine the type of organizational pattern used * I can…examine how the author introduces and develops his main points.   + 1. Figure out the author’s main points   + 2. Determine how the author introduces each main point   + 3. Analyze the support the author uses to develop the main points * I can…determine the connections between the author’s main points   + 1. Figure out the author’s main points   + 2. Determine and analyze how the author moves from point to point | | | |
| RI3 | • How does the author develop his/her analysis of a concept in order to help the reader understand the material being presented? Use examples from the text in your explanation. | | | |
| RI3 | • How does the author help the reader understand the connections between ideas presented in a text? Use examples from the text in your analysis. | | | |
| RI3 | • What is the most likely reason the author presents a series of ideas in the order he/she does? Use examples from the text in your analysis. | | | |
| RI3 | • How does the author introduce, develop, and draw connections between ideas and events? Use examples from the text in your analysis. | | | |
| **10RI4** | **10RI4 – 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).** | | | |
| RI4  I can | * I can…figure out the meaning of words and phrases as they are used in context.   + 1. Define words and phrases given the context of the sentence and entire text. * I can…figure out the meaning of figurative words and phrases as they are used in the text.   + 1. Define figurative words and phrases   + 2. Figure out their meaning in the context of the sentence and entire text. * I can… figure out the connotative meanings of words and phrases as they are used in the text.   + 1. Define connotative   + 2. Identify words and phrases with connotative meanings   + 3. Figure out their meaning in the context of the sentence and the entire text. * I can…figure out the technical meanings of words and phrases as they are used in the text.   + 1. Define technical words and phrases   + 2. Identify technical words and phrases in the text   + 3. Figure out the meaning of the technical words and phrases as they are used in the text. * I can…analyze the use of word choice including figurative words, words with strong connotation, and technical words and its effect on meaning and tone.   + 1. Identify words and phrases that are figurative and/or have strong connotation and/or are technical   + 2. Determine the meaning and tone of the piece   + 3. Analyze the use of *the specific* words and phrases for *the specific* meaning and tone (i.e. prove that #1 demonstrates #2) | | | |
| RI4 | • What does the word \_\_\_\_\_ mean in paragraph 2? | | | |
| RI4 | • Which words help the reader understand the meaning of \_\_\_\_\_ in paragraph 5? | | | |
| RI4 | • Which definition of \_\_\_\_ is used in paragraph 6? | | | |
| RI4 | • What is the impact of the word \_\_\_\_ in paragraph 5? | | | |
| RI4 | • What is the most likely reason the author used the word \_\_\_\_ in paragraph 3? | | | |
| RI4 | • What does the author’s use of the word \_\_\_\_\_ reveal about his/her attitude toward the topic? Use examples from the text in your answer. | | | |
| RI4 | • What is the tone of the article? How does the author create this tone? Use examples from the article in your analysis. | | | |
| RI4 | • How is the language in the New York Times different from a legal brief? Use examples from the text in your answer. | | | |
| RI4 | • What does the phrase \_\_\_\_\_ (figurative language) mean? How does the use of that phrase enhance the reader’s understanding of the text? Use examples from the text in your answer. | | | |
| RI4 | • What is the connotation of \_\_\_\_ as it is used in the text? How does the use of that word enhance the reader’s understanding of the text? Use examples from the text in your answer. | | | |
| **10RI5** | **10RI5 – 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).** | | | |
| RI5  I can | * I can…identify an author’s ideas and claims   + 1. Figure out the author’s overall purpose in writing (central idea or theme)   + 2. Determine the ideas and claims the author uses to develop the central idea * I can…analyze how an author uses particular sentences, paragraphs, or larger portions of the text to develop his ideas and claims.   + 1. Figure out the author’s overall purpose in writing (central idea or theme)   + 2. Determine the ideas and claims the author uses to develop the central idea.   + 3. Find specific sentences, paragraphs, or portions of the text that develop and refine the central idea and theme.   + 4. Analyze how the author uses the sentences, paragraphs, or portions of text to develop the central idea and theme (How does #3 develop #2?) | | | |
| RI5 | • How does the author develop and refine his ideas with particular sentences? Use examples from the text in your analysis. | | | |
| RI5 | • How does the author develop and refine his claims in the third chapter of the text? Use examples from the text in your analysis. | | | |
| RI5 | • How does the following sentence from paragraph 4 contribute to the development and refinement of the author’s claim? (Provide appropriate sentence). Use examples from the text in your analysis. | | | |
| RI5 | • How does paragraph 6 contribute to the development and refinement of the author’s ideas? Use examples from the text in your analysis. | | | |
| **10RI6** | **10RI6 – 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.** | | | |
| RI6  I can | * I can…determine an other’s point of view or purpose in a text.   + 1. Define point of view and purpose   + 2. Determine the author’s point of view and purpose in writing the piece. * I can…show how the author uses his arguments to develop his point of view or purpose.   + 1. Figure out the author’s point of view or purpose   + 2. Determine the arguments the author makes.   + 3. Analyze how the author uses the arguments to get his point across to the reader | | | |
| RI6 | • What is the author’s viewpoint on climate change? How does the author’s use rhetoric to advance that viewpoint? Use examples from the text to support your analysis. | | | |
| RI6 | • What is the author’s viewpoint on capital punishment? Is the author effective in advancing that viewpoint? Why or why not? Use examples from the text in your analysis. | | | |
| RI6 | • What is the author’s purpose? How does the author use rhetoric to advance that purpose? Use examples from the text in your analysis. | | | |
| RI6 | • What is the author’s purpose? Is the author effective in advancing that purpose? Why or why not? Use examples from the text in your analysis. | | | |
| **10RI7** | **10RI7 – 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.** | | | |
| RI7  I can | * I can…compare and contrast a subject presented through various mediums.   + 1. Read, watch, and/or view an account of a subject in a variety of ways.   + 2. Compare and contrast the presentations of the subject by showing which details are emphasized by each account. | | | |
| RI7 | • After reading and analyzing a text and reviewing and analyzing a multimedia account about Franklin Roosevelt, what details are emphasized or absent in each account? What are the most likely reasons why? Use specific examples in your analysis. | | | |
| RI7 | • After reading and analyzing texts about Van Gogh’s life, what additional information can be gained by viewing and analyzing his Self-Portrait? Use specific examples in your analysis. | | | |
| **10RI8** | **10RI8 – 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.** | | | |
| RI8  I can | * I can…delineate the argument and specific claims of a text.   + 1. Define delineate (describe in detail)   + 2. Determine the arguments and specific claims of a text   + 3. Detail the specific arguments and claims by describing the argument/claim in general and the exact support the author uses to support each argument/claim * I can…evaluate the argument and specific claims in terms of 1) reasoning and evidence (is it valid and sufficient?), and 2) false statements and fallacious reasoning.   + 1. Define evaluate (make a judgment)   + 2. Determine the arguments/specific claims in the text.   + 3. Determine the support the author uses to validate his arguments/support   + 4. Judge the validity of the support—is it a good argument?   + 5. Judge the truth of the support—is it true?   + 6. Define fallacious reasoning.   + 7. Judge the fallaciousness of the support—does it commit a fallacy? | | | |
| RI8 | • Is the argument the author presents effective? Using examples from the text, explain why or why not. | | | |
| RI8 | • Is the reasoning of the author’s specific claims valid and the evidence relevant and sufficient to support the claim? Use examples from the text to support your answer. | | | |
| RI8 | • Has the author introduced any false statements or fallacious reasoning? Explain why the statements are false or have fallacious reasoning. Use information from the text to support your answer. | | | |
| **10RI9** | **10RI9 – 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 a Birmingham Jail”), including how they address related themes and concepts.** | | | |
| RI9  I can | * I can…analyze U.S. documents of history and literature for their significant themes and concepts.   + 1. Read significant documents   + 2. Determine their historical and social context   + 3. Identify the themes and concepts addressed in the pieces   + 4. Analyze hose the pieces address the themes and concepts | | | |
| RI9 | • Analyze Washington’s Farewell Address to explain why it is considered a seminal U.S. document of historical and literary significance. Use examples from the speech to support your analysis. | | | |
| RI9 | • Analyze how Roosevelt’s Four Freedoms speech and Dr. King’s “Letter from a Birmingham Jail” address the same concepts and themes. Use examples from the speeches to support your analysis. | | | |
| **10RI10** | **10RI10 – 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.** | | | |
| **10R10** | **• Information regarding text complexity can be found in Appendix A of the Common Core State Standards.** | | | |
| **10R10** | **• Text exemplars can be found in Appendix B of the Common Core State Standards.** | | | |
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|  | **Language** | | | |
| L1 | **L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** | | | |
| L1  I can | Understand concepts of parallelism ( i.e.; repeated grammatical patterns, types of phrases, and types of clauses)  Understand the differences between a phrase and a clause  Identify and use various types of phrases Identify and use various types of clauses Know various sentence variety patterns  Understand how sentence variety (use of clauses and phrases) affects meaning and interest | | | |
| L1a | **L1a Conventions of Standard English: Use parallel structure.** | | | |
| L1a |  Identify the grammatical pattern in this sentence? Is the structure parallel? What should be changed?   Does this sentence contain the same type of phrases to make the sentence parallel? | | | |
| L1b | **L1b Conventions of Standard English: 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.** | | | |
| L1b |  What are the clauses in this sentence? Are they correctly used /punctuated?   How could this sentence be written improve interest and better convey meaning?   If you wanted to include a gerund, preposition, appositive, infinitive, or participial phrase in this sentence, what would you change? | | | |
| L2 | **L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | | | |
| L2  I can | Understand and correctly use English conventions  Correctly use semicolons  Correctly use colons  Understand and correctly use/punctuate multiple independent clauses  Identify and use conjunctive adverbs (i.e. consequently, therefore, however, nevertheless, meanwhile, in the meantime, furthermore, moreover, for example, for instance)  Know spelling conventions of standard English | | | |
| L2a | **L2a Conventions of Standard English: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.** | | | |
| L2a |  Can you identify the main clause and the subordinate clause in this sentence? Where will you put the  comma? Why here?   Identify the two main clauses in the sentences, what punctuation will you put between the two clauses? Why?   When should you use a common and when should you use a semicolon?   How would you correctly use a conjunctive adverb to link the two independent clauses? | | | |
| L2b | **L2b Conventions of Standard English: Use a colon to introduce a list or quotation.** | | | |
| L2b |  When should a colon be used?   What is the correct punctuation for your salutation of this business letter?   If you are quoting from another piece of literature with your own introduction - where will you put the colon? | | | |
| L2c | **L2c Conventions of Standard English: Spell correctly.** | | | |
| L3 | **L3 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.** | | | |
| L3  I can | Identify the context and the appropriate language choice  Identify and have knowledge of various style guidelines  Consult reference materials (style manuals) for guidelines appropriate to the discipline  Know standard English grammar, punctuation, and capitalization  Know standard format for citing reference sources in a bibliography or Works Cited page | | | |
| L3 |  What is the context of this piece? Is the style appropriate?   Does the word choice clearly convey meaning? Give an example. | | | |
| L3a | **L3a Knowledge of Language: 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.** | | | |
| L3a |  What writing style will you use? How does it differ from another style you've used before? What manual will you consult for guidance? | | | |
| L4 | **L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.** | | | |
| L4  I can | Use context clues to derive word meaning  Use Greek and Latin affixes and roots to derive word meaning  Use reference materials to derive word meanings  Use reference materials to determine correct pronunciation of words  Trace the etymology of words  Verify word meaning | | | |
| L4a | **L4a Vocabulary Acquisition and Use: 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.** | | | |
| L4a |  Based upon the use of the word in the sentence, what can you deduce the word \_\_\_\_\_\_\_ means?   Does the positioning of the word \_\_\_\_\_\_\_\_\_ assist in determining meaning? Is an appositive clue provided? | | | |
| L4b | **L4b Vocabulary Acquisition and Use: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).** | | | |
| L4b |  Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide? | | | |
| L4c | **L4c Vocabulary Acquisition and Use: 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.** | | | |
| L4c |  What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?   What is the origin of the word? Did it derive from another language?   Has the meaning/use of the word \_\_\_\_\_\_\_\_\_ changed over time? How?   What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered? | | | |
| L4d | **L4d Vocabulary Acquisition and Use: 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).** | | | |
| L4d |  What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered? | | | |
| L5 | **L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** | | | |
| L5  I can | Understand figurative language ( simile, metaphor personification, euphemism, oxymoron)  Understand denotation and connotations | | | |
| L5a | **L5a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.** | | | |
| L5a |  Can you change this sentence and use a metaphor or a simile to help create image?   Can you think of an euphemism that offers a more positive connotation for the expression?   This sentence is written literally; how can you change it to an analogy to convey your idea? | | | |
| L5b | **L5b Vocabulary Acquisition and Use: Analyze nuances in the meaning of words with similar denotations.** | | | |
| L5b |  Although very similar in meaning, how do the words slightly differ in meaning?   What is the relationship between these words?   What is the explicit/direct meaning of the word?   Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning?   Write this sentence using denotation and then using a connotation; which would be better used than the current sentence? What mood are you trying to convey in your writing? | | | |
| L6 | **L6 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** | | | |
| L6  I can | Identify, understand, and use general academic terms  Identify, understand, and use domain-specific terms  Independently build vocabulary | | | |
| L6 |  What is the meaning for the term \_\_\_\_\_\_\_\_\_\_?   How would you use the academic word\_\_\_\_\_\_\_\_ in a sentence?   Can you give an example of how the word \_\_\_\_\_\_\_\_ is used in different subject areas?   The word \_\_\_\_\_\_\_ is specific to what subject/domain?   Why is it important to understand the meaning of the domain-specific word \_\_\_\_\_\_\_\_ when studying this subject?   What strategies do you use for identifying, understanding, and using high-utility academic words? | | | |
|  | **Speaking and Listening** | | | |
| SL1 | **SL1 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.** | | | |
| SL1  I can | Prepare for discussion by reading and researching topic  Make reference to the evidence discovered during reading and researching  During group discussions come to consensus, make decisions, set goals and define individual roles Pose questions designed to move the discussion forward  Include everyone in the discussion and build on their ideas as well as challenging them  Consider & respond to diverse perspectives  Justify your views and make new connections if necessary when presented with new evidence. | | | |
| SL1a | **SL1a Comprehension and Collaboration: 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.** | | | |
| SL1a |  What preparations have you done in order to fully participate in the discussion?   What key evidence will you point to during the discussion? | | | |
| SL1b | **SL1b Comprehension and Collaboration: 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.** | | | |
| SL1b |  What will be your group norms for discussion? | | | |
| SL1b |  How will your group come to consensus, take key votes, set goals and deadlines and appoint roles for group members? | | | |
| SL1c | **SL1c Comprehension and Collaboration: 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.** | | | |
| SL1c |  How will you make sure that everyone's viewpoint is expressed during the discussion?   What questions did your group create to help stimulate the ideas that were presented? | | | |
| SL1d | **SL1d Comprehension and Collaboration: 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.** | | | |
| SL1d |  When there are differences of opinion how will you respond and justify your own viewpoint or reasoning? | | | |
| SL2 | **SL2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.** | | | |
| SL2  I can | Present information using a variety of media or formats  Integrate multiple sources of information including visual, quantitative and oral Evaluate the credibility of each source  Evaluate the accuracy of each source | | | |
| SL2 |  What will be the topic of your presentation?   How will you incorporate different forms of media; audio, graphic, digital, and print   Is the source of information credible or accurate? How do you know?   Have you gathered enough information to make your presentation credible?   How will you let your audience know that your sources are accurate?   How will your oral presentation give integrity to the media sources? | | | |
| SL3 | **SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.** | | | |
| SL3  I can | Identify the speakers point of view  Determine if the speaker's reasoning is sound  Know rhetorical devices (i.e.; parallelism, restatement, analogy )  Identify faulty logic, or reasoning based on misleading statements  Identify distorted or exaggerated evidence | | | |
| SL3 |  What is the speaker's point of view and was it supported with strong evidence?   Was the speaker's reasoning sound and logical?   Was the speaker's evidence credible and believable?   Was the evidence exaggerated or distorted?   What type of reasoning does the speaker use?   What rhetorical devices did the speaker use?   Can you point out examples when the speaker tried to mislead his audience by using flawed reasoning? | | | |
| SL4 | **SL4 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.** | | | |
| SL4  I can | Present information clearly , concisely, and logically  o Use correct eye contact  o Adequate volume  o Clear pronunciation  Present evidence in support of a thesis  Draw information from primary and secondary  sources and provide a conclusion  Present a recitation  o Convey the meaning  o Include appropriate performance techniques  Organize speech logically | | | |
| SL4 |  What is your presentation's thesis?   What sources will you use?   Is there a balance between primary and secondary sources?   Is there sufficient evidence so that listeners can follow your line of reasoning?   How will you select your piece to recite?   Did you rehearse with a partner and get feedback?   Are your performance techniques going to get the results you want?   Is the volume appropriate so that the audience can hear you?   Are you enunciating clearly and making appropriate eye contact? | | | |
| SL5 | **SL5 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.** | | | |
| SL5  I can | Know and use a variety of digital media formats (i.e.; textual, graphical, audio, visual, and interactive elements)  Strategically use digital media to emphasize key points, or findings  Understand the effect of each element on your audience  Use media to convey your reasoning and evidence used to support your point of view. | | | |
| SL5 |  What digital media elements will you use in your presentation?   How does this element enhance understanding?   Where should you include this element?   Would a different visual element be more effective?   Does your media element emphasize your key points in your presentation?   How does the use of media impact the audience and their view of your reasoning and evidence?   What advantage does the use of digital media have over the use of print media in your presentation? | | | |
| SL6 | **SL6 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 pages 54 for specific expectations.)** | | | |
| SL6  I can | Identify audience  Identify context or situation  Adapt speech delivery to audience and purpose  Understand presentation elements. (i.e., eye contact, gesture purposefully, enunciate words, and speak using an appropriate volume and rate.)  Understand the difference between formal and informal presentations  Understand task (i.e.; persuade, to explain, to describe, or to entertain) | | | |
| SL6 |  What is the context, or situation?   Who is your audience?   What is your task, or purpose?   What adaptations will you make since you are presenting to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?   Is your language appropriate for the context and speaking task?   Have you avoided slang or filler words?   Is your language and word choice precise and engaging enough to keep the listeners interested?   Are your sentences varied?   Can you substitute proper names and specific nouns to avoid confusion?   Can you vary the lengths of your sentences to vary pace and tempo? | | | |
|  | **Writing: Arguments** | | | |
| W1 | **W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** | | | |
| W1  I can | Analyze a substantive topic or text  Introduce a precise claim  Provide reasons and evidence from substantive to support claim  Identify and distinguish counterclaims  Develop claims and counterclaims fairly  Organize reasons and evidence in a logical manner  Analyze and address audience considerations  Determine relevance of evidence  Utilize credible sources  Utilize transitional expressions to establish relationships among claims and reasons  Understand how to maintain a formal style and objective tone  Provide an effective conclusion | | | |
| W1a | **W1a Text Types and Purposes: 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.** | | | |
| W1a |  How can you clearly introduce your claim?   What reasons/evidence best supports your claim? | | | |
| W1b | **Text Types and Purposes: 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.** | | | |
| W1b |  What reasons/evidence best supports your claim?   Is the evidence relevant? Are your sources credible?   What considerations should be addressed regarding the audience's knowledge /concerns of the topic or text?   What counterclaims can be made? Have you addressed them fairly? | | | |
| W1c | **W1c Text Types and Purposes: 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.** | | | |
| W1c |  What words will assist the reader in clarifying the relationship between the claim and reasons? | | | |
| W1d | **W1d Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.** | | | |
| W1d |  Is your tone objective?   What makes your piece formal in style? | | | |
| W1e | **W1e Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.** | | | |
| W1e |  Does your concluding statement support the argument presented? | | | |
|  | **Write Informative** | | | |
| W2 | **W2 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.** | | | |
| W2  I can | Understand and use various organizational structures  Utilize formatting, graphics, and multimedia  Introduce a topic/thesis statement and preview what is to follow Use facts, concrete details, quotations, examples to develop the topic  Utilize various transitional expressions to establish cohesion among ideas and concepts  Understand and use precise vocabulary  Incorporate definitions of terms  Understand and use domain-specific vocabulary  Understand and use a formal style and objective tone  Provide an effective conclusion | | | |
| W2a | **W2a Text Types and Purposes: 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.** | | | |
| W2a |  How can you clearly introduce your topic?   What information will you provide in the preview following the topic/thesis statement?   What organizational structure will best enable to you to convey your information? | | | |
| W2b | **W2b Text Types and Purposes: 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.** | | | |
| W2b |  What facts/details/examples/quotations help to develop your topic? | | | |
| W2c | **W2c Text Types and Purposes: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.** | | | |
| W2c |  Do your transitions create cohesion among ideas and concepts? | | | |
| W2d | **W2d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.** | | | |
|  |  | | | |
| W2e | **W2e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.** | | | |
| W2e |  What makes your piece formal in style?   Is your tone objective? | | | |
| W2f | **W2f Text Types and Purposes: 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).** | | | |
| W2f |  Is your concluding statement support the information presented? Does it articulate the significance of the topic? | | | |
|  | **Write Narrative** | | | |
| W3 | **W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** | | | |
| W3  I can | Convey an experience or event  Understand narrative (vs. expository) techniques  Establish context and narrator/characters  Understand and establish a/multiple point(s) of view  Establish multiple plot lines  Organize a logical/natural event sequence  Craft dialogue  Use descriptive/sensory language  Utilize transitional expressions to convey sequence and signal shifts  Provide a conclusion that reflects upon the resolution | | | |
| W3a | **W3a Text Types and Purposes: 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.** | | | |
| W3a |  What experience or event will you write about?   From what point of view is your story written? It is consistent throughout? Is there more than one point of view?   How will you introduce your characters and narrator? | | | |
| W3b | **W3b Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.** | | | |
| W3b |  What are the various plot lines in your story?   How can you use dialogue to convey the experience? | | | |
| W3c | **W3c Text Types and Purposes: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.** | | | |
| W3c |  How will you organize the events in your story? Are they logical? Is the relationship between the events evident?   What transitional expressions did you use to convey the sequence of events? Are signal shifts from one time frame to another evident? | | | |
| W3d | **W3d Text Types and Purposes: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.** | | | |
| W3d |  How and where can the use of descriptive language assist in conveying the experience?   Are the descriptive details provided relevant? | | | |
| W3e | **W3e Text Types and Purposes: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.** | | | |
| W3e |  Does your conclusion reflect upon the resolution? | | | |
| W4 | **W4 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.)** | | | |
| W4  I can | Understand various writing text types and their organizational structures  Identify and understand the writing task  Identify and understand the writing purpose  Determine and address the audience appropriately  Understand and utilize appropriate style | | | |
| W4 |  What form of writing does the prompt call for?   What organizational structure will you use?   What is the purpose for writing?   Who is the audience?   How will you organize and develop your thoughts before writing?   Did you use vocabulary that is appropriate to your audience?   Are you using a formal or informal style of writing? Which would be most appropriate for your audience? | | | |
| W5 | **W5 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 on up to and including grades 9-10 page 55.)** | | | |
| W5  I can | Understand and focus on purpose and audience  Develop and use planning templates  Understand and utilize revision techniques  Identify and edit text-problems  Understand and use multiple writing approaches  Receive and provide writing guidance | | | |
| W5 |  What is the purpose or focus of the piece? What aspects are most significant?   How will you plan your writing piece?   How does your planning template compare with your writing piece? Was something added/omitted? Why?   What is the best title for this piece?   Is the structure you selected the most effective format for conveying your ideas?   Is additional evidence, description, or clarification needed anywhere in the piece?   Does one section of your writing piece problematic? How can you revise that portion to better fit the overall piece?   Do all sentences belong? Do some sentences need to be reworded or deleted?   Is your writing free of writing conventions errors?   Where should you go if you need helping editing?   Does your writing meet the needs of your audience?   Does your writing achieve your purpose? | | | |
| W6 | **W6 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.** | | | |
| W6  I can | Use technology proficiently for production, publication, and collaboration  Demonstrate keyboarding skills (three page/single sitting minimum- 6 grade)  Link and cite sources  Create shared writing products  Display information flexibly and dynamically  Access and use the Internet | | | |
| W6 |  What software will you use to create this document?   How can the Internet serve as a tool for production, publication, and collaboration?   What Internet links will you provide in your document?   How do you correctly cite Internet links?   What medium will you use to publish your writing so that others can access it?   How will you use technology to collaborate and interact with others about your writing?   What tools will you utilize in to order to display your information in a flexible and dynamic manner? How will your information be easily updated?   Have you efficiently presented the relationships between information and ideas? | | | |
| W7 | **W7 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.** | | | |
| W7  I can | Understand steps of an investigation  Develop an inquiry question  Conduct research drawing on multiple sources Refocus inquiry/generate additional questions when appropriate  Know how to broaden or narrow an inquiry  Synthesize and summarize information  Cite a variety of sources | | | |
| W7 |  What subject are you investigating?   What is your inquiry question?   How will locate sources?   What is the origin of the sources you are using?   How do correctly cite your sources?   How does the information drawn from various sources provide an answer to your question?   Is the information from the various sources consistent / complimentary?   Does your inquiry question need to be altered as a result of your findings? Are additional questions to be researched generated?   Does your inquiry need to be more narrow/broad as a result of your investigation?   How can you best summarize your findings?   What did you learn from this inquiry? What new understanding of the subject do you have? | | | |
| W8 | **W8 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.** | | | |
| W8  I can | Gather print and digital information (research)  Assess relevance and usefulness of information  Assess credibility and accuracy of sources  Utilize quotes  Paraphrase correctly  Cite sources/bibliography  Provide footnotes and endnotes | | | |
| W8 |  How will you locate information from both print and digital sources?   What search engines and terms will you use?   What makes this information relevant to the topic?   How do you know that the source is credible and accurate?   What conclusive information do you plan to include?   How will you paraphrase the information?   How do you cite (various) sources in a bibliography?   What footnotes and endnotes need to be included? | | | |
| W9 | **W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.** | | | |
| W9  I can | Analyze literary or informational texts  Assess soundness of reasoning and relevance of evidence  Utilize evidence to support analysis/research  Recognize and understand organizational structures | | | |
| W9 |  What evidence can you draw from the passage to support your analysis or position?   How does the author present the information?   What similarities in the various texts do you notice?   What conclusions can you make based on the text(s)? | | | |
| W9a | **W9a Research to Build and Present Knowledge: Apply grades 9–10 Reading standards 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]”).** | | | |
| W9b | **W9b Research to Build and Present Knowledge: Apply grades 9–10 Reading standards 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”).** | | | |
| W10 | **W10 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.** | | | |
| W10  I can | Identify and understand the task  Identify and understand the purpose Identify and understand the audience  Compose a variety of text types  Communicate information effectively | | | |
| W10 |  How can you create an outline (with time frames) to facilitate/organize your writing?   What is the purpose of this writing?   What is the specific task?   Who is the intended audience?   How will you address the audience's knowledge/perspective? | | | |

* Chart compiled and formatted by Robert Belprez 10th / 12th grade ELA teacher:

[www.davisonschools.org/webpages/rbelprez](http://www.davisonschools.org/webpages/rbelprez)

* "I can" statements" developed by Christina Hank:

<http://turnonyourbrain.wordpress.com/2011/06/27/common-core-i-can-statements/>

* Reading standards question stems by the Delaware DOE:

<http://de.portal.airast.org/resources/Reading%20Resources/DCAS_Reading_Linking_Document.pdf>

* Additional skills and question stems found on the Tulare County Office of Education standards templates:

<http://www.tcoe.org/ERS/CCSS/ELA/Templates_09_10.pdf>