

Curriculum Matrix for Deerfield High School English Department

Grade 9 (Freshman English, Perspectives on World Literature)

Skill	Power Standards/Learning Outcomes	CCSS/Illinois Learning Standard
Reading	<p>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>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>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>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.</p>	<p>CCSS.ELA-LITERACY.RL.9-10.1 CCSS.ELA-LITERACY.RI.9-10.1</p> <p>CCSS.ELA-LITERACY.RL.9-10.2 CCSS.ELA-LITERACY.RI.9-10.2</p> <p>CCSS.ELA-LITERACY.RL.9-10.3</p> <p>CCSS.ELA-LITERACY.RI.9-10.3</p>
Writing	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning,</p>	<p>CCSS.ELA-LITERACY.W.9-10.1</p> <p>CCSS.ELA-LITERACY.W.9-10.4</p> <p>CCSS.ELA-LITERACY.W.9-10.5</p>

	<p>revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>	<p>CCSS.ELA-LITERACY.W.9-10.9</p> <p>CCSS.ELA-LITERACY.W.9-10.10</p>
Speaking & Listening	<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> <p>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>CCSS.ELA-LITERACY.SL.9-10.1</p> <p>CCSS.ELA-LITERACY.SL.9-10.4</p>
Language	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use parallel structure.</p> <p>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>	<p>CCSS.ELA-LITERACY.L.9-10.1</p> <p>CCSS.ELA-LITERACY.L.9-10.1.A</p> <p>CCSS.ELA-LITERACY.L.9-10.1.B</p>

	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	CCSS.ELA-LITERACY.L.9-10.2
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Grade 10 (Sophomore English, Sophomore English Survey)

Skill	Power Standards/Learning Outcomes	CCSS/Illinois Learning Standard
Reading	<p>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>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>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).</p> <p>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>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>CCSS.ELA-LITERACY.RL.9-10.4 CCSS.ELA-LITERACY.RI.9-10.4</p> <p>CCSS.ELA-LITERACY.RL.9-10.5</p> <p>CCSS.ELA-LITERACY.RI.9-10.5</p> <p>CCSS.ELA-LITERACY.RL.9-10.6</p> <p>CCSS.ELA-LITERACY.RI.9-10.6</p>
Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and	CCSS.ELA-LITERACY.W.9-10.1

	<p>relevant and sufficient evidence.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>	<p>CCSS.ELA-LITERACY.W.9-10.3</p> <p>CCSS.ELA-LITERACY.W.9-10.4</p> <p>CCSS.ELA-LITERACY.W.9-10.5</p> <p>CCSS.ELA-LITERACY.W.9-10.9</p> <p>CCSS.ELA-LITERACY.W.9-10.10</p>
Speaking & Listening	<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> <p>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>CCSS.ELA-LITERACY.SL.9-10.1</p> <p>CCSS.ELA-LITERACY.SL.9-10.4</p>

Language	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	CCSS.ELA-LITERACY.L.9-10.1
	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.	CCSS.ELA-LITERACY.L.9-10.1.B
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	CCSS.ELA-LITERACY.L.9-10.2

Grade 11 (Junior English, Junior English Survey, American Studies)

Skill	Power Standards/Learning Outcomes	CCSS/Illinois Learning Standard
Reading	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	CCSS.ELA-LITERACY.RL.11-12.7
	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	CCSS.ELA-LITERACY.RI.11-12.7
	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	CCSS.ELA-LITERACY.RL.11-12.9
	(American Studies) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of	CCSS.ELA-LITERACY.RI.11-12.9

	historical and literary significance for their themes, purposes, and rhetorical features.	
Writing	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>	<p>CCSS.ELA-LITERACY.W.11-12.1</p> <p>CCSS.ELA-LITERACY.W.11-12.4</p> <p>CCSS.ELA-LITERACY.W.11-12.5</p> <p>CCSS.ELA-LITERACY.W.11-12.9</p> <p>CCSS.ELA-LITERACY.W.11-12.10</p>
Speaking & Listening	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to</p>	<p>CCSS.ELA-LITERACY.SL.11-12.1</p> <p>CCSS.ELA-LITERACY.SL.11-12.4</p>

	purpose, audience, and a range of formal and informal tasks.	
Language	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions.	CCSS.ELA-LITERACY.L.11-12.1 CCSS.ELA-LITERACY.L.11-12.2 CCSS.ELA-LITERACY.L.11-12.2.A

Grade 12 (Senior English, Senior English Survey, LGBTQIA+ Literature, Nature of Competition & Collaboration, Race & Identity, Science Fiction)

Skill	Power Standards/Learning Outcomes	CCSS/Illinois Learning Standard
Reading	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	CCSS.ELA-LITERACY.RL.11-12.1 CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RL.11-12.2 CCSS.ELA-LITERACY.RI.11-12.2
Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	CCSS.ELA-LITERACY.W.11-12.1

	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>	<p>CCSS.ELA-LITERACY.W.11-12.3</p> <p>CCSS.ELA-LITERACY.W.11-12.4</p> <p>CCSS.ELA-LITERACY.W.11-12.5</p> <p>CCSS.ELA-LITERACY.W.11-12.9</p> <p>CCSS.ELA-LITERACY.W.11-12.10</p>
Speaking & Listening	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>CCSS.ELA-LITERACY.SL.11-12.1</p> <p>CCSS.ELA-LITERACY.SL.11-12.4</p>

Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	CCSS.ELA-LITERACY.L.11-12.2
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