Parents’ Guide to Student Success

*English Language Arts*

***Ninth Grade***

**Why Are Academic Standards Important?**

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

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| **Here are Some Things Your Child Will Be Working on in Tenth Grade*** Citing text-based evidence to support an analysis of literary text
* Determining a central idea of a text and how it is conveyed through particular details; providing a summary of the text distinct from personal opinions or judgments
* Writing arguments to support claims with clear reasons and relevant evidence
* Determining the meaning of literal and figurative language (metaphors and similes) in literary text
* Comparing and contrasting how different genres communicate the same theme or idea
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| Keeping the Conversation Focused:When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In Grade 10, these include:* Reading on a regular basis texts that are both assigned and not assigned to build Lexile level.
* Understanding the importance of giving credit when taking information from sources.
* Writing on a regular basis and having a strong grasp of grammar and mechanics
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**Help Your Child Learn at Home**

Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

* Read with your child daily.
* Ask questions about what your child is reading
* Ask your child to make a prediction and then ask them to find evidence to support the prediction.

Resource: <http://www.pta.org/parents/>

**Tenth Grade**

Nine Week Checkpoints for Parents and Students



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| **Helpful Websites** |
| [http://www.revisionassistant.com](http://www.revisionassistant.com/)                  [https://wwww.turnitin.com](https://wwww.turnitin.com/) [https://tinyurl.comPearsonhighschool](https://tinyurl.compearsonhighschool/) https://lexile.com [http://www.readwritethink.org](http://www.readwritethink.org/) |
| **First Nine Weeks**  | **Second Nine Weeks** |
| *Students should know and be able to:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* 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.
* 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.
* 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.
* Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 | *Students should know and be able to:** 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).
* Analyze how an author's word choice affects tone and meaning.
* 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”, Nelson Mandela’s Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.
* 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.
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| **Third Nine Weeks** | **Fourth Nine Weeks** |
| *Students should know and be able to:** 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.
* 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.
* 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.
* 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.
* Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 | *Students should know and be able to:** 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.
* 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).
* Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden’s poem “Musée de Beaux Arts” and Breughel’s painting Landscape with the Fall of Icarus), including what is emphasized or absent in each treatment.
* Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
* By the end of grade 10, 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.
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