Main Criteria: Structure and Style for Students
Secondary Criteria: Connecticut State Standards

Subject: Language Arts
Grade: 9

# Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

# Connecticut State Standards Language Arts

Grade 9 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.R Reading Standards for Literature

L.9-10.

| STATE<br>FRAMEWORK      |                | Key Ideas and Details  |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | RL.9-<br>10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL EXPECTATION | RL.9-<br>10.2. | 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. |
| GRADE LEVEL EXPECTATION | RL.9-<br>10.3. | 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.                              |

#### DOMAIN / CONTENT STANDARD

CT.CC.R Reading Standards for Literature

L.9-10.

| STATE<br>FRAMEWORK         |                | Craft and Structure  |
|----------------------------|----------------|--|
| GRADE LEVEL<br>EXPECTATION | RL.9-<br>10.4. | 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). |
| GRADE LEVEL EXPECTATION    | RL.9-<br>10.5. | 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.  |

#### DOMAIN / CONTENT STANDARD

CT.CC.R Reading Standards for Literature

L.9-10.

| STATE<br>FRAMEWORK |        | Range of Reading and Level of Text Complexity   |
|--------------------|--------|---|
| GRADE LEVEL        | RL.9-  | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 |
| EXPECTATION        | 10.10. | text complexity band proficiently, with scaffolding as needed at the high end of the range.                     |

#### DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

| STATE<br>FRAMEWORK      | Text Types and Purposes   |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | 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. |

| INDICATOR | W.9-<br>10.2(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. |
|-----------|-----------------|---|
| INDICATOR | W.9-<br>10.2(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.                                 |
| INDICATOR | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| INDICATOR | W.9-<br>10.2(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).   |

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Text Types and Purposes  |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.3.   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| INDICATOR               | W.9-<br>10.3(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. |
| INDICATOR               | W.9-<br>10.3(b) | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.   |
| INDICATOR               | W.9-<br>10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.   |
| INDICATOR               | W.9-<br>10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   |
| INDICATOR               | W.9-<br>10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  |

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards 9-10.

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.)                   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.6. | 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. |

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards 9-10.

| STATE<br>FRAMEWORK   |   | Research to Build and Present Knowledge   |
|--|---|---|
| GRADE LEVEL EXPECTATION  | W.9-<br>10.8.                             | 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.   |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.W.<br>9-10.                         | Writing Standards   |
| STATE<br>FRAMEWORK   |   | Range of Writing  |
| GRADE LEVEL EXPECTATION  | W.9-<br>10.10.                            | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.L.<br>9-10.                         | Language Standards  |
| STATE<br>FRAMEWORK   |   | Conventions of Standard English   |
| GRADE LEVEL EXPECT ATION   | L.9-<br>10.1.                             | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| INDICATOR  | L.9-<br>10.1(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.   |
| DOMAIN /<br>CONTENT<br>STANDARD  | CT.CC.L.<br>9-10.                         | writing or presentations.  Language Standards   |
| CONTENT  |   |   |
| CONTENT<br>STANDARD<br>STATE   | 9-10.                                     | Language Standards  |
| STATE FRAMEWORK  GRADE LEVEL   | 9-10.                                     | Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and  |
| STATE<br>FRAMEWORK<br>GRADE LEVEL<br>EXPECTATION   | 9-10.<br>L.9-<br>10.2.<br>L.9-<br>10.2(c) | Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT  | 9-10.  L.9- 10.2.  L.9- 10.2(c)           | Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell correctly.   |
| STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT STANDARD  STATE                                    | 9-10.  L.9- 10.2(c)  CT.CC.L. 9-10.       | Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell correctly.  Language Standards   |
| STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL             | 9-10.  L.9- 10.2(c)  CT.CC.L. 9-10.       | Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell correctly.  Language Standards  Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make   |
| STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION | 9-10.  L.9- 10.2(c)  CT.CC.L. 9-10.3.     | Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell correctly.  Language Standards  Knowledge of Language  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.  Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual |

| GRADE LEVEL EXPECT ATION | L.9-<br>10.4.   | 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. |
|--------------------------|-----------------|--|
| INDICATOR                | L.9-<br>10.4(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.       |
| INDICATOR                | L.9-<br>10.4(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).                            |

CT.CC.L. Language Standards

9-10.

| STATE<br>FRAMEWORK      |           | Vocabulary Acquisition and Use  |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

# RESPONSE TO LITERATURE Week 23 Page 249-262

# Connecticut State Standards Language Arts Grade 9 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.R Reading Standards for Literature

L.9-10.

| STATE<br>FRAMEWORK      |                | Key Ideas and Details  |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | RL.9-<br>10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL EXPECTATION | RL.9-<br>10.2. | 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. |
| GRADE LEVEL EXPECTATION | RL.9-<br>10.3. | 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.                              |

DOMAIN / CONTENT STANDARD CT.CC.R Reading Standards for Literature

L.9-10.

| STATE<br>FRAMEWORK         |                | Craft and Structure  |
|----------------------------|----------------|--|
| GRADE LEVEL<br>EXPECTATION | RL.9-<br>10.4. | 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). |
| GRADE LEVEL EXPECTATION    | RL.9-<br>10.5. | 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.  |

DOMAIN / CONTENT STANDARD CT.CC.R Reading Standards for Literature L.9-10.

| STATE<br>FRAMEWORK      |                 | Range of Reading and Level of Text Complexity   |
|-------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION | RL.9-<br>10.10. | 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. |

CT.CC.W. Writing Standards 9-10.

| STATE<br>FRAMEWORK       |                 | Text Types and Purposes   |
|--------------------------|-----------------|---|
| GRADE LEVEL EXPECT ATION | W.9-<br>10.2.   | 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.   |
| INDICATOR                | W.9-<br>10.2(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. |
| INDICATOR                | W.9-<br>10.2(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.                                 |
| INDICATOR                | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| INDICATOR                | W.9-<br>10.2(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).   |

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards 9-10.

| STATE<br>FRAMEWORK      |                 | Text Types and Purposes  |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.3.   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| INDICATOR               | W.9-<br>10.3(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. |
| INDICATOR               | W.9-<br>10.3(b) | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.   |
| INDICATOR               | W.9-<br>10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.   |
| INDICATOR               | W.9-<br>10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   |
| INDICATOR               | W.9-<br>10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  |

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards 9-10.

| STATE<br>FRAMEWORK |  | Production and Distribution of Writing |
|--------------------|--|--|
|--------------------|--|--|

| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.)                   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.6. | 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. |

CT.CC.W. Writing Standards 9-10.

| STATE<br>FRAMEWORK         |               | Research to Build and Present Knowledge   |
|----------------------------|---------------|---|
| GRADE LEVEL<br>EXPECTATION | W.9-10.7.     | 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.  |
| GRADE LEVEL EXPECTATION    | W.9-<br>10.8. | 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. |

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

| STATE<br>FRAMEWORK      |                | Range of Writing  |
|-------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Conventions of Standard English  |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | L.9-<br>10.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| INDICATOR               | L.9-<br>10.1(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. |

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

| STATE<br>FRAMEWORK      | Conventions of Standard English  |
|-------------------------|--|
| GRADE LEVEL EXPECTATION | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| INDICATOR                       | L.9-<br>10.2(c)    | Spell correctly.  |
|---------------------------------|--------------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10.  | Language Standards  |
| STATE<br>FRAMEWORK              |                    | Knowledge of Language   |
| GRADE LEVEL EXPECT ATION        | L.9-<br>10.3.      | 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.   |
| INDICATOR                       | L.9-<br>10.3(a)    | 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.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10.  | Language Standards  |
| STATE<br>FRAMEWORK              |                    | Vocabulary Acquisition and Use  |
| GRADE LEVEL<br>EXPECT ATION     | L.9-<br>10.4.      | 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.  |
| INDICATOR                       | L.9-<br>10.4(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.  |
| INDICATOR                       | L.9-<br>10.4(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).   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10.  | Language Standards  |
| STATE<br>FRAMEWORK              |                    | Vocabulary Acquisition and Use  |
| GRADE LEVEL EXPECTATION         | L.9-10.6.          | 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. |
|                                 |                    | Timed Essay Week 24 Page 263-263  |
|                                 |                    | Connecticut State Standards   |
|                                 |                    | Language Arts   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.9-10. | Grade 9 - Adopted: 2010  Reading Standards for Literature   |
| STATE<br>FRAMEWORK              |                    | Key Ideas and Details   |
| GRADE LEVEL                     | RL.9-              | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences  |

| STATE<br>FRAMEWORK      |                | Key Ideas and Details  |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | RL.9-<br>10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL EXPECTATION | RL.9-<br>10.2. | 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. |

GRADE LEVEL

EXPECTATION

W.9-

10.6.

# CT.CC.R Reading Standards for Literature L.9-10.

| STANDARD                        |                    |  |
|---------------------------------|--------------------|--|
| STATE<br>FRAMEWORK              |                    | Craft and Structure  |
| GRADE LEVEL EXPECTATION         | RL.9-<br>10.4.     | 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). |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.9-10. | Reading Standards for Literature   |
| STATE<br>FRAMEWORK              |                    | Range of Reading and Level of Text Complexity  |
| GRADE LEVEL EXPECTATION         | RL.9-<br>10.10.    | 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.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.RI<br>.9-10. | Reading Standards for Informational Text   |
| STATE<br>FRAMEWORK              |                    | Key Ideas and Details  |
| GRADE LEVEL EXPECTATION         | RI.9-10.1.         | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL EXPECTATION         | RI.9-10.2.         | 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.  |
| GRADE LEVEL EXPECTATION         | RI.9-10.3.         | 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.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.RI<br>.9-10. | Reading Standards for Informational Text   |
| STATE<br>FRAMEWORK              |                    | Craft and Structure  |
| GRADE LEVEL EXPECTATION         | RI.9-<br>10.4.     | 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).           |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>9-10.  | . Writing Standards  |
| STATE<br>FRAMEWORK              |                    | Production and Distribution of Writing   |
| GRADE LEVEL EXPECTATION         | W.9-<br>10.5.      | 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.   |

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.

CT.CC.W. Writing Standards

9-10.

STATE Range of Writing **FRAMEWORK GRADE LEVEL** W.9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **EXPECTATION** 10.10. single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN / CONTENT **STANDARD**  CT.CC.L. Language Standards

STATE Conventions of Standard English **FRAMEWORK GRADE LEVEL** L.9-Demonstrate command of the conventions of standard English capitalization, punctuation, and **EXPECT ATION** 10.2. spelling when writing.

**INDICATOR** 

L.9-10.2(c) Spell correctly.

DOMAIN / CONTENT **STANDARD**  CT.CC.L. Language Standards

STATE Vocabulary Acquisition and Use **FRAMEWORK** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **GRADE LEVEL** L.9-**EXPECT ATION** 10.4. grades 9-10 reading and content, choosing flexibly from a range of strategies. INDICATOR 19-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) 10.4(a) as a clue to the meaning of a word or phrase. **INDICATOR** L.9-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). 10.4(d)

DOMAIN / CONTENT **STANDARD**  CT.CC.L. Language Standards

9-10.

STATE **FRAMEWORK** 

Vocabulary Acquisition and Use

**GRADE LEVEL EXPECTATION** 

L.9-10.6. 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.

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Connecticut State Standards Language Arts Grade 9 - Adopted: 2010

DOMAIN / CONTENT **STANDARD**  CT.CC.RI Reading Standards for Informational Text

.9-10.

STATE **Key Ideas and Details FRAMEWORK** 

| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RI.9-10.2. | 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.      |
| GRADE LEVEL EXPECTATION | RI.9-10.3. | 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. |

CT.CC.RI Reading Standards for Informational Text

.9-10.

| STATE<br>FRAMEWORK      |                | Craft and Structure  |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | RI.9-<br>10.4. | 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). |

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Text Types and Purposes   |  |  |  |
|-------------------------|-----------------|---|--|--|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.2.   | 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.   |  |  |  |
| INDICATOR               | W.9-<br>10.2(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. |  |  |  |
| INDICATOR               | W.9-<br>10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, other information and examples appropriate to the audience's knowledge of the topic.                                    |  |  |  |
| INDICATOR               | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |  |  |  |

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |  |
|-------------------------|---------------|--|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.) |  |
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.                       |  |

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

| STATE<br>FRAMEWORK | Research to Build and Present Knowledge |  |
|--------------------|---|--|
|--------------------|---|--|

| GRADE LEVEL EXPECTATION         | W.9-10.7.          | 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.  |  |  |  |  |
|---------------------------------|--------------------|---|--|--|--|--|
| GRADE LEVEL EXPECTATION         | W.9-<br>10.8.      | 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. |  |  |  |  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>9-10.  | Writing Standards   |  |  |  |  |
| STATE<br>FRAMEWORK              |                    | Range of Writing  |  |  |  |  |
| GRADE LEVEL EXPECTATION         | W.9-<br>10.10.     | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |  |  |  |  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.SL<br>.9-10. | Speaking and Listening Standards  |  |  |  |  |
| STATE<br>FRAMEWORK              |                    | Comprehension and Collaboration   |  |  |  |  |
| GRADE LEVEL<br>EXPECT ATION     | SL.9-<br>10.1.     | 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.  |  |  |  |  |
| INDICATOR                       | SL.9-<br>10.1(a)   | 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.   |  |  |  |  |

| STATE<br>FRAMEWORK      |                  | Comprehension and Collaboration   |  |  |  |
|-------------------------|------------------|---|--|--|--|
| GRADE LEVEL EXPECTATION | SL.9-<br>10.1.   | nitiate 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. |  |  |  |
| INDICATOR               | SL.9-<br>10.1(a) | 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.       |  |  |  |
| INDICATOR               | SL.9-<br>10.1(c) | 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.                        |  |  |  |
| INDICATOR               | SL.9-<br>10.1(d) | 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.                |  |  |  |

| DOMAIN / CT.CC.S Speaking and Listening Standards CONTENT L.9-10. STANDARD |  |
|--|--|
|  |  |

| STATE<br>FRAMEWORK              |                   | Presentation of Knowledge and Ideas   |  |  |  |
|---------------------------------|-------------------|---|--|--|--|
| GRADE LEVEL EXPECTATION         | SL.9-<br>10.4.    | 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. |  |  |  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10. | Language Standards  |  |  |  |

| STATE<br>FRAMEWORK      | Vocabulary Acquisition and Use   |
|-------------------------|--|
| GRADE LEVEL EXPECTATION | 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. |

| INDICATOR | L.9-<br>10.4(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. |
|-----------|-----------------|--|
| INDICATOR | L.9-<br>10.4(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).                      |

CT.CC.L. Language Standards

| 9-1 | 0. |  |
|-----|----|--|

| STATE<br>FRAMEWORK      |           | Vocabulary Acquisition and Use  |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

# UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

# Connecticut State Standards Language Arts Grade 9 - Adopted: 2010

DOMAIN / CONTENT STANDARD  ${\bf CT.CC.RI}\ Reading\ Standards\ for\ Informational\ Text$ 

.9-10.

| STATE<br>FRAMEWORK      |            | Key Ideas and Details  |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | 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.      |
| GRADE LEVEL EXPECTATION | RI.9-10.3. | 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. |

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

.9-10.

| STATE<br>FRAMEWORK      |                | Craft and Structure  |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | RI.9-<br>10.4. | 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). |

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

| STATE<br>FRAMEWORK      | Text Types and Purposes   |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | 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. |

| INDICATOR | W.9-<br>10.2(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. |
|-----------|-----------------|---|
| INDICATOR | W.9-<br>10.2(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.                                 |
| INDICATOR | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| INDICATOR | W.9-<br>10.2(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).   |

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.)                   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.6. | 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. |

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK         |               | Research to Build and Present Knowledge   |
|----------------------------|---------------|---|
| GRADE LEVEL<br>EXPECTATION | W.9-10.7.     | 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.  |
| GRADE LEVEL EXPECTATION    | W.9-<br>10.8. | 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. |

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |                | Range of Writing  |
|-------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

DOMAIN / CONTENT STANDARD CT.CC.S Speaking and Listening Standards L.9-10.

| STATE<br>FRAMEWORK  |  | Presentation of Knowledge and Ideas   |
|---|--|---|
| GRADE LEVEL EXPECTATION   | SL.9-<br>10.4.                                       | 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.   |
| DOMAIN /<br>CONTENT<br>STANDARD                                       | CT.CC.L.<br>9-10.                                    | Language Standards  |
| STATE<br>FRAMEWORK  |  | Conventions of Standard English   |
| GRADE LEVEL EXPECT ATION  | L.9-<br>10.1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| INDICATOR   | L.9-<br>10.1(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.  |
| DOMAIN /<br>CONTENT<br>STANDARD                                       | CT.CC.L.<br>9-10.                                    | Language Standards  |
| STATE<br>FRAMEWORK  |  | Conventions of Standard English   |
| GRADE LEVEL<br>EXPECT ATION   | L.9-<br>10.2.  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| INDICATOR   | L.9-   | Spell correctly.  |
|   | 10.2(c)  |   |
| DOMAIN /<br>CONTENT<br>STANDARD                                       |  | Language Standards  |
| CONTENT   | CT.CC.L.   |   |
| CONTENT<br>STANDARD<br>STATE  | CT.CC.L.   | Language Standards  |
| STATE FRAMEWORK  GRADE LEVEL  | CT.CC.L.<br>9-10.                                    | Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on   |
| STATE<br>FRAMEWORK<br>GRADE LEVEL<br>EXPECTATION                      | CT.CC.L.<br>9-10.                                    | Vocabulary Acquisition and Use  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.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)  |
| STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR                   | CT.CC.L. 9-10.  L.9- 10.4.  L.9- 10.4(a)             | Vocabulary Acquisition and Use  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.  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.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in                              |
| STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT | CT.CC.L. 9-10.  L.9- 10.4(a)  L.9- 10.4(d)  CT.CC.L. | Vocabulary Acquisition and Use  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.  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.  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). |

# CT.CC.R Reading Standards for Literature

| Key Ideas and Details |  |
|-----------------------|--|
| Revideds and Details  |  |

| STATE<br>FRAMEWORK      |                | Key Ideas and Details  |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | RL.9-<br>10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL EXPECTATION | RL.9-<br>10.2. | 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. |
| GRADE LEVEL EXPECTATION | RL.9-<br>10.3. | 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.                              |

DOMAIN / CONTENT **STANDARD**  CT.CC.R Reading Standards for Literature

L.9-10.

| STATE<br>FRAMEWORK         |                | Craft and Structure  |
|----------------------------|----------------|--|
| GRADE LEVEL<br>EXPECTATION | RL.9-<br>10.4. | 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). |
| GRADE LEVEL EXPECTATION    | RL.9-<br>10.5. | 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.  |

DOMAIN / CONTENT STANDARD

CT.CC.R Reading Standards for Literature L.9-10.

STATE Range of Reading and Level of Text Complexity FRAMEWORK GRADE LEVEL RL.9-By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 EXPECTATION 10.10. text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN / CONTENT **STANDARD** 

CT.CC.W. Writing Standards

| STATE<br>FRAMEWORK      |                 | Text Types and Purposes  |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.3.   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| INDICATOR               | W.9-<br>10.3(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. |
| INDICATOR               | W.9-<br>10.3(b) | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.   |
| INDICATOR               | W.9-<br>10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.   |

| INDICATOR | W.9-<br>10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
|-----------|-----------------|--|
| INDICATOR | W.9-<br>10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.                    |

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.)                   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.6. | 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. |

### DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |                | Range of Writing  |
|-------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

#### DOMAIN / CONTENT STANDARD

CT.CC.S Speaking and Listening Standards

L.9-10.

| STATE<br>FRAMEWORK      |                | Presentation of Knowledge and Ideas   |
|-------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | SL.9-<br>10.4. | 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. |

### DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Conventions of Standard English  |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | L.9-<br>10.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| INDICATOR               | L.9-<br>10.1(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. |

#### DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

| STATE<br>FRAMEWORK      |                 | Conventions of Standard English  |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | L.9-<br>10.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR               | L.9-<br>10.2(c) | Spell correctly.   |

CT.CC.L. Language Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Vocabulary Acquisition and Use   |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | L.9-<br>10.4.   | 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. |
| INDICATOR               | L.9-<br>10.4(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.       |
| INDICATOR               | L.9-<br>10.4(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).                            |

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

9-10

| STATE<br>FRAMEWORK      |           | Vocabulary Acquisition and Use  |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

# UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46

# Connecticut State Standards Language Arts Grade 9 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.R Reading Standards for Literature L.9-10.

T L.9-10.

| STATE<br>FRAMEWORK         |                | Key Ideas and Details  |
|----------------------------|----------------|--|
| GRADE LEVEL<br>EXPECTATION | RL.9-<br>10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL<br>EXPECTATION | RL.9-<br>10.2. | 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. |
| GRADE LEVEL EXPECTATION    | RL.9-<br>10.3. | 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.                              |

DOMAIN / CONTENT STANDARD CT.CC.R Reading Standards for Literature

ONTENT L.9-10.

| STATE<br>FRAMEWORK         |                | Craft and Structure  |
|----------------------------|----------------|--|
| GRADE LEVEL<br>EXPECTATION | RL.9-<br>10.4. | 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). |
| GRADE LEVEL EXPECTATION    | RL.9-<br>10.5. | 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.  |

CT.CC.R Reading Standards for Literature L.9-10.

| STATE<br>FRAMEWORK |        | Range of Reading and Level of Text Complexity   |
|--------------------|--------|---|
|                    |        |   |
| GRADE LEVEL        | RL.9-  | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 |
| <b>EXPECTATION</b> | 10.10. | text complexity band proficiently, with scaffolding as needed at the high end of the range.                     |

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards 9-10.

| STATE<br>FRAMEWORK       |                 | Text Types and Purposes  |
|--------------------------|-----------------|--|
| GRADE LEVEL EXPECT ATION | W.9-<br>10.3.   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| INDICATOR                | W.9-<br>10.3(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. |
| INDICATOR                | W.9-<br>10.3(b) | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.   |
| INDICATOR                | W.9-<br>10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.   |
| INDICATOR                | W.9-<br>10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   |
| INDICATOR                | W.9-            | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of   |

# DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

the narrative.

10.3(e)

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.) |
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.                       |

| GRADE LEVEL EXPECTATION         | W.9-<br>10.6.      | 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.                   |
|---------------------------------|--------------------|--|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>9-10.  | Writing Standards  |
| STATE<br>FRAMEWORK              |                    | Range of Writing   |
| GRADE LEVEL EXPECTATION         | W.9-<br>10.10.     | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.S<br>L.9-10. | Speaking and Listening Standards   |
| STATE<br>FRAMEWORK              |                    | Presentation of Knowledge and Ideas  |
| GRADE LEVEL EXPECTATION         | SL.9-<br>10.4.     | 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.        |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10.  | Language Standards   |
| STATE<br>FRAMEWORK              |                    | Conventions of Standard English  |
| GRADE LEVEL EXPECT ATION        | L.9-<br>10.1.      | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| INDICATOR                       | L.9-<br>10.1(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. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10.  | Language Standards   |
| STATE<br>FRAMEWORK              |                    | Conventions of Standard English  |
| GRADE LEVEL EXPECTATION         | L.9-<br>10.2.      | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| INDICATOR                       | L.9-<br>10.2(c)    | Spell correctly.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10.  | Language Standards   |
| STATE<br>FRAMEWORK              |                    | Vocabulary Acquisition and Use   |
| GRADE LEVEL EXPECTATION         | L.9-<br>10.4.      | 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.   |
| INDICATOR                       | L.9-<br>10.4(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.   |

| INDICATOR                       | L.9-<br>10.4(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).   |
|---------------------------------|--------------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10.  | Language Standards  |
| STATE<br>FRAMEWORK              |                    | Vocabulary Acquisition and Use  |
| GRADE LEVEL EXPECTATION         | L.9-10.6.          | 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. |
|                                 |                    | UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54   |
|                                 |                    | Connecticut State Standards<br>Language Arts  |
|                                 |                    | Grade 9 - Adopted: 2010   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.9-10. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                    | Key Ideas and Details   |
| GRADE LEVEL EXPECTATION         | RL.9-<br>10.1.     | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| GRADE LEVEL EXPECTATION         | RL.9-<br>10.2.     | 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.  |
| GRADE LEVEL EXPECTATION         | RL.9-<br>10.3.     | 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.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.9-10. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                    | Craft and Structure   |
| GRADE LEVEL<br>EXPECTATION      | RL.9-<br>10.4.     | 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).                          |
| GRADE LEVEL EXPECTATION         | RL.9-<br>10.5.     | 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.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.9-10. | Reading Standards for Literature  |
| STATE<br>FRAMEWORK              |                    | Range of Reading and Level of Text Complexity   |

 $By the \ end \ of \ grade \ 9, read \ and \ comprehend \ literature, including \ stories, \ dramas, \ and \ poems, in \ the \ grades \ 9-10$ 

text complexity band proficiently, with scaffolding as needed at the high end of the range.

GRADE LEVEL

EXPECTATION 10.10.

RL.9-

| STATE<br>FRAMEWORK       |                 | Text Types and Purposes  |
|--------------------------|-----------------|--|
| GRADE LEVEL EXPECT ATION | W.9-<br>10.3.   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| INDICATOR                | W.9-<br>10.3(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. |
| INDICATOR                | W.9-<br>10.3(b) | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.   |
| INDICATOR                | W.9-<br>10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.   |
| INDICATOR                | W.9-<br>10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   |
| INDICATOR                | W.9-<br>10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  |

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.)                   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.6. | 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. |

### DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |                | Range of Writing  |
|-------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

### DOMAIN / CONTENT STANDARD

CT.CC.S Speaking and Listening Standards

L.9-10.

| STATE<br>FRAMEWORK |  | Presentation of Knowledge and Ideas |
|--------------------|--|-------------------------------------|
|--------------------|--|-------------------------------------|

| GRADE LEVEL EXPECTATION         | SL.9-<br>10.4.    | 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.        |
|---------------------------------|-------------------|--|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10. | Language Standards   |
| STATE<br>FRAMEWORK              |                   | Conventions of Standard English  |
| GRADE LEVEL<br>EXPECT ATION     | L.9-<br>10.1.     | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| INDICATOR                       | L.9-<br>10.1(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. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10. | Language Standards   |
| STATE<br>FRAMEWORK              |                   | Conventions of Standard English  |
| GRADE LEVEL<br>EXPECT ATION     | L.9-<br>10.2.     | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| INDICATOR                       | L.9-<br>10.2(c)   | Spell correctly.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10. | Language Standards   |
| STATE<br>FRAMEWORK              |                   | Vocabulary Acquisition and Use   |
| GRADE LEVEL EXPECT ATION        | L.9-<br>10.4.     | 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.   |
| INDICATOR                       | L.9-<br>10.4(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.   |
| INDICATOR                       | L.9-<br>10.4(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).  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10. | Language Standards   |
| STATE<br>FRAMEWORK              |                   | Vocabulary Acquisition and Use   |
| GRADE LEVEL EXPECTATION         | L.9-10.6.         | 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                                 |

# UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 55-68

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### CT.CC.RI Reading Standards for Informational Text .9-10.

| STATE<br>FRAMEWORK      |            | Key Ideas and Details  |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | 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.      |
| GRADE LEVEL EXPECTATION | RI.9-10.3. | 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. |

#### DOMAIN / CONTENT **STANDARD**

### CT.CC.RI Reading Standards for Informational Text .9-10.

| STATE<br>FRAMEWORK      |                | Craft and Structure  |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | RI.9-<br>10.4. | 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). |

# DOMAIN / CONTENT STANDARD

# CT.CC.W. Writing Standards 9-10.

| FRAMEWORK               | Text Types and Purposes   |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | 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. |

| GRADE LEVEL EXPECTATION | W.9-<br>10.2.   | 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.   |
|-------------------------|-----------------|---|
| INDICATOR               | W.9-<br>10.2(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. |
| INDICATOR               | W.9-<br>10.2(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.                                 |
| INDICATOR               | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |

# DOMAIN / CONTENT STANDARD

# CT.CC.W. Writing Standards

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.) |
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.                       |

| GRADE LEVEL EXPECTATION         | W.9-<br>10.6.      | 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.  |
|---------------------------------|--------------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>9-10.  | Writing Standards   |
| STATE<br>FRAMEWORK              |                    | Research to Build and Present Knowledge   |
| GRADE LEVEL EXPECTATION         | W.9-10.7.          | 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.  |
| GRADE LEVEL<br>EXPECTATION      | W.9-<br>10.8.      | 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. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>9-10.  | Writing Standards   |
| STATE<br>FRAMEWORK              |                    | Range of Writing  |
| GRADE LEVEL EXPECTATION         | W.9-<br>10.10.     | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.SL<br>.9-10. | Speaking and Listening Standards  |
| STATE<br>FRAMEWORK              |                    | Comprehension and Collaboration   |
| GRADE LEVEL<br>EXPECTATION      | SL.9-<br>10.1.     | 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.  |
| INDICATOR                       | SL.9-<br>10.1(a)   | 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.   |
| INDICATOR                       | SL.9-<br>10.1(c)   | 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.  |
| INDICATOR                       | SL.9-<br>10.1(d)   | 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.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10.  | Language Standards  |
| STATE<br>FRAMEWORK              |                    | Conventions of Standard English   |

Demonstrate command of the conventions of standard English grammar and usage when writing or

GRADE LEVEL EXPECTATION

L.9-

10.1.

speaking.

**INDICATOR** L.9-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 10.1(b) writing or presentations. DOMAIN / CT.CC.L. Language Standards CONTENT **STANDARD** STATE Conventions of Standard English **FRAMEWORK GRADE LEVEL** L.9-Demonstrate command of the conventions of standard English capitalization, punctuation, and **EXPECTATION** 10.2. spelling when writing. **INDICATOR** L.9-Spell correctly. 10.2(c) DOMAIN / CT.CC.L. Language Standards CONTENT **STANDARD** STATE Vocabulary Acquisition and Use **FRAMEWORK GRADE LEVEL** L.9-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **EXPECTATION** 10.4. grades 9-10 reading and content, choosing flexibly from a range of strategies. **INDICATOR** 1.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) 10.4(a) as a clue to the meaning of a word or phrase. **INDICATOR** L.9-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). 10.4(d) DOMAIN / CT.CC.L. Language Standards CONTENT 9-10. **STANDARD** STATE **Vocabulary Acquisition and Use FRAMEWORK GRADE LEVEL** L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, **EXPECTATION** 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. UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78 Connecticut State Standards Language Arts Grade 9 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text .9-10.

| STATE<br>FRAMEWORK      |            | Key Ideas and Details   |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | 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. |

GRADE LEVEL EXPECTATION

RI.9-10.3. 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.

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

.9-10.

| STATE<br>FRAMEWORK      |                | Craft and Structure  |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | RI.9-<br>10.4. | 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). |

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Text Types and Purposes   |
|-------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.2.   | 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.   |
| INDICATOR               | W.9-<br>10.2(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. |
| INDICATOR               | W.9-<br>10.2(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.                                 |
| INDICATOR               | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

9-10

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.)                   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.6. | 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. |

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

9-10

| STATE<br>FRAMEWORK      |           | Research to Build and Present Knowledge  |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | W.9-10.7. | 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. |

| GRADE LEVEL        | W.9-  | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; |
|--------------------|-------|---|
| <b>EXPECTATION</b> | 10.8. | 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.            |

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |                | Range of Writing  |
|-------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

DOMAIN / CONTENT STANDARD CT.CC.SL Speaking and Listening Standards

.9-10.

| STATE<br>FRAMEWORK      |                  | Comprehension and Collaboration  |
|-------------------------|------------------|--|
| GRADE LEVEL EXPECTATION | SL.9-<br>10.1.   | 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. |
| INDICATOR               | SL.9-<br>10.1(a) | 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.        |
| INDICATOR               | SL.9-<br>10.1(c) | 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

DOMAIN / CONTENT STANDARD

INDICATOR

CT.CC.L. Language Standards

and reasoning presented.

9-10.

SL.9-

10.1(d)

| STATE<br>FRAMEWORK      |                 | Conventions of Standard English  |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | L.9-<br>10.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| INDICATOR               | L.9-<br>10.1(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. |

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

9-10.

| STATE<br>FRAMEWORK      | Conventions of Standard English  |
|-------------------------|--|
| GRADE LEVEL EXPECTATION | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

INDICATOR

L.9-

Spell correctly.

10.2(c)

CT.CC.L. Language Standards

| 9- | 10 |  |  |
|----|----|--|--|

| STATE<br>FRAMEWORK      |                 | Vocabulary Acquisition and Use   |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | L.9-<br>10.4.   | 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. |
| INDICATOR               | L.9-<br>10.4(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.       |
| INDICATOR               | L.9-<br>10.4(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).                            |

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards 9-10.

| Vocabulary Acquicition and Hea |
|--------------------------------|

STATE FRAMEWORK

Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION

L.9-10.6. 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.

## UNIT 5: WRITING FROM PICTURES Week 8 Page 79-88

# Connecticut State Standards Language Arts Grade 9 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

.9-10.

| STATE<br>FRAMEWORK      |            | Key Ideas and Details   |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | 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. |

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

.9-10.

| STATE<br>FRAMEWORK      |                | Craft and Structure  |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | RI.9-<br>10.4. | 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). |

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

| STATE Text Types and Purposes FRAMEWORK |
|---|
|---|

| GRADE LEVEL EXPECTATION | W.9-<br>10.2.   | 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.   |
|-------------------------|-----------------|---|
| INDICATOR               | W.9-<br>10.2(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. |
| INDICATOR               | W.9-<br>10.2(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.                                 |
| INDICATOR               | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.)                   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.6. | 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. |

## DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |               | Research to Build and Present Knowledge   |
|-------------------------|---------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.7.     | 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.  |
| GRADE LEVEL EXPECTATION | W.9-<br>10.8. | 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. |

## DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |                | Range of Writing  |
|-------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

#### DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

| STATE<br>FRAMEWORK |
|--------------------|
|--------------------|

| GRADE LEVEL EXPECTATION         | L.9-<br>10.1.      | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
|---------------------------------|--------------------|---|
| INDICATOR                       | L.9-<br>10.1(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.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10.  | Language Standards  |
| STATE<br>FRAMEWORK              |                    | Conventions of Standard English   |
| GRADE LEVEL EXPECTATION         | L.9-<br>10.2.      | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| INDICATOR                       | L.9-<br>10.2(c)    | Spell correctly.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10.  | Language Standards  |
| STATE<br>FRAMEWORK              |                    | Vocabulary Acquisition and Use  |
| GRADE LEVEL EXPECTATION         | L.9-<br>10.4.      | 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.  |
| INDICATOR                       | L.9-<br>10.4(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.  |
| INDICATOR                       | L.9-<br>10.4(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).   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10.  | Language Standards  |
| STATE<br>FRAMEWORK              |                    | Vocabulary Acquisition and Use  |
| GRADE LEVEL EXPECTATION         | L.9-10.6.          | 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. |
|                                 |                    | UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98   |
|                                 |                    | Connecticut State Standards  Language Arts  Grade 9 - Adopted: 2010   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.9-10. | Reading Standards for Literature  |

| STATE<br>FRAMEWORK      |                | Key Ideas and Details   |
|-------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | RL.9-<br>10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| GRADE LEVEL EXPECTATION         | RL.9-<br>10.2.     | 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.   |
|---------------------------------|--------------------|--|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.9-10. | Reading Standards for Literature   |
| STATE<br>FRAMEWORK              |                    | Craft and Structure  |
| GRADE LEVEL EXPECTATION         | RL.9-<br>10.4.     | 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). |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.R<br>L.9-10. | Reading Standards for Literature   |
| STATE<br>FRAMEWORK              |                    | Range of Reading and Level of Text Complexity  |
| GRADE LEVEL EXPECTATION         | RL.9-<br>10.10.    | 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.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>9-10.  | . Writing Standards  |
| STATE<br>FRAMEWORK              |                    | Text Types and Purposes  |
| GRADE LEVEL EXPECTATION         | W.9-<br>10.3.      | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| INDICATOR                       | W.9-<br>10.3(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.   |
| INDICATOR                       | W.9-<br>10.3(b)    | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.   |
| INDICATOR                       | W.9-<br>10.3(c)    | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.   |
| INDICATOR                       | W.9-<br>10.3(d)    | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   |
|                                 | 07 00 W            | Writing Standards  |
| DOMAIN /<br>CONTENT<br>STANDARD | 9-10.              |  |

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.) |
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.                       |

| GRADE LEVEL EXPECTATION         | W.9-<br>10.6.     | 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.                   |
|---------------------------------|-------------------|--|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>9-10. | Writing Standards  |
| STATE<br>FRAMEWORK              |                   | Range of Writing   |
| GRADE LEVEL EXPECTATION         | W.9-<br>10.10.    | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10. | Language Standards   |
| STATE<br>FRAMEWORK              |                   | Conventions of Standard English  |
| GRADE LEVEL<br>EXPECT ATION     | L.9-<br>10.1.     | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| INDICATOR                       | L.9-<br>10.1(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. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10. | Language Standards   |
| STATE<br>FRAMEWORK              |                   | Conventions of Standard English  |
| GRADE LEVEL<br>EXPECTATION      | L.9-<br>10.2.     | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| INDICATOR                       | L.9-<br>10.2(c)   | Spell correctly.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10. | Language Standards   |
| STATE<br>FRAMEWORK              |                   | Vocabulary Acquisition and Use   |
| GRADE LEVEL<br>EXPECTATION      | L.9-<br>10.4.     | 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.   |
| INDICATOR                       | L.9-<br>10.4(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.   |
| INDICATOR                       | L.9-<br>10.4(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).  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10. | Language Standards   |
| STATE<br>FRAMEWORK              |                   | Vocabulary Acquisition and Use   |
|                                 |                   |  |

**GRADE LEVEL EXPECTATION**  L.9-10.6. 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.

### UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112

# Connecticut State Standards Language Arts Grade 9 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

.9-10.

| STATE<br>FRAMEWORK      |            | Key Ideas and Details  |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | 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.      |
| GRADE LEVEL EXPECTATION | RI.9-10.3. | 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. |

DOMAIN / CONTENT **STANDARD**  CT.CC.RI Reading Standards for Informational Text

.9-10.

| STATE<br>FRAMEWORK      |                | Craft and Structure  |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | RI.9-<br>10.4. | 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). |

DOMAIN / CONTENT **STANDARD** 

**STANDARD** 

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK          |                  | Text Types and Purposes   |
|-----------------------------|------------------|---|
| GRADE LEVEL<br>EXPECT ATION | W.9-<br>10.2.    | 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.   |
| INDICATOR                   | W.9-<br>10.2(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. |
| INDICATOR                   | W.9-<br>10.2(b)  | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, o other information and examples appropriate to the audience's knowledge of the topic.                                  |
| INDICATOR                   | W.9-<br>10.2(d)  | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| DOMAIN /                    | CT.CC.W<br>9-10. | . Writing Standards   |

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.)                   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.6. | 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. |

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |               | Research to Build and Present Knowledge   |
|-------------------------|---------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.7.     | 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.  |
| GRADE LEVEL EXPECTATION | W.9-<br>10.8. | 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. |

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

9-10.

9-10.

9-10.

10.2.

| STATE<br>FRAMEWORK      |                | Range of Writing  |
|-------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

STATE Conventions of Standard English

| FRAMEWORK               |      |  |
|-------------------------|------|--|
| GRADE LEVEL EXPECTATION |      | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.             |
| INDICATOR               | L.9- | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses |

10.1(b) (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN / CONTENT STANDARD

**EXPECT ATION** 

CT.CC.L. Language Standards

spelling when writing.

STATE
FRAMEWORK

Conventions of Standard English

GRADE LEVEL L.9
Demonstrate command of the conventions of standard English capitalization, punctuation, and

| INDICATOR                       | L.9-<br>10.2(c)   | Spell correctly.     |  |  |
|---------------------------------|-------------------|----------------------|--|--|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10. | . Language Standards |  |  |

| STATE<br>FRAMEWORK      |                 | Vocabulary Acquisition and Use   |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | L.9-<br>10.4.   | 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. |
| INDICATOR               | L.9-<br>10.4(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.       |
| INDICATOR               | L.9-<br>10.4(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).                            |

GRADE LEVEL

**EXPECTATION** 

1.9-10.6

.9-10.

STATE FRAMEWORK CT.CC.L. Language Standards 9-10.

| Vocabulary Acquisition and Use   |
|--|
| 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.

# UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126

# Connecticut State Standards Language Arts Grade 9 - Adopted: 2010

DOMAIN / CONTENT STANDARD

STATE

GRADE LEVEL

**EXPECTATION** 

CT.CC.RI Reading Standards for Informational Text

**Key Ideas and Details** 

GRADE LEVEL EXPECTATION

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL RI.9-10.3. 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.

and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges

DOMAIN / CT.CC.RI Reading Standards for Informational Text .9-10.
STANDARD

STATE Craft and Structure
FRAMEWORK

| RI.9- | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and |
|-------|---|
| 10.4. | 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).  |
|       |   |

STATE

CT.CC.W. Writing Standards 9-10.

**Text Types and Purposes** 

| FRAMEWORK               |   |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | 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. |

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.

INDICATOR

W.9Introduce 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.

INDICATOR

W.9Develop 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.

INDICATOR

W.9Use precise language and domain-specific vocabulary to manage the complexity of the topic.

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

9-10.

10.2(d)

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.)                   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.6. | 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. |

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK         |               | Research to Build and Present Knowledge   |  |
|----------------------------|---------------|---|--|
| GRADE LEVEL<br>EXPECTATION | W.9-10.7.     | 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.  |  |
| GRADE LEVEL EXPECTATION    | W.9-<br>10.8. | 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. |  |

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

| STATE<br>FRAMEWORK              |                   | Range of Writing   |
|---------------------------------|-------------------|--|
| GRADE LEVEL EXPECTATION         | W.9-<br>10.10.    | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10. | Language Standards   |
| STATE<br>FRAMEWORK              |                   | Conventions of Standard English  |
| GRADE LEVEL EXPECT ATION        | L.9-<br>10.1.     | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| INDICATOR                       | L.9-<br>10.1(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. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10. | Language Standards   |
| STATE<br>FRAMEWORK              |                   | Conventions of Standard English  |
| GRADE LEVEL EXPECT ATION        | L.9-<br>10.2.     | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| INDICATOR                       | L.9-<br>10.2(c)   | Spell correctly.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10. | Language Standards   |
| STATE<br>FRAMEWORK              |                   | Knowledge of Language  |
| GRADE LEVEL                     | L.9-<br>10.3.     | 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.  |

| STATE<br>FRAMEWORK      |                 | Knowledge of Language   |
|-------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION | L.9-<br>10.3.   | 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. |
| INDICATOR               | L.9-<br>10.3(a) | 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.                |

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards 9-10.

| STATE<br>FRAMEWORK      |                 | Vocabulary Acquisition and Use   |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | L.9-<br>10.4.   | 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. |
| INDICATOR               | L.9-<br>10.4(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.       |
| INDICATOR               | L.9-<br>10.4(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).                            |

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards 9-10.

| STATE<br>FRAMEWORK      |           | Vocabulary Acquisition and Use  |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132

# Connecticut State Standards Language Arts Grade 9 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

|   | O |   | 1  | n |
|---|---|---|----|---|
| ٠ | J | - | т, | υ |
|   |   |   |    |   |

| STATE<br>FRAMEWORK      |            | Key Ideas and Details  |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | 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.      |
| GRADE LEVEL EXPECTATION | RI.9-10.3. | 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. |

#### DOMAIN / CONTENT STANDARD

 ${\bf CT.CC.RI} \ {\bf Reading} \ {\bf Standards} \ {\bf for} \ {\bf Informational} \ {\bf Text}$ 

.9-10.

| STATE<br>FRAMEWORK      |                | Craft and Structure  |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | RI.9-<br>10.4. | 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). |

#### DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

| STATE<br>FRAMEWORK         |                 | Text Types and Purposes   |
|----------------------------|-----------------|---|
| GRADE LEVEL<br>EXPECTATION | W.9-<br>10.2.   | 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.   |
| INDICATOR                  | W.9-<br>10.2(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. |
| INDICATOR                  | W.9-<br>10.2(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.                                 |

**INDICATOR** 

W.9-

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

10.2(d)

DOMAIN / CONTENT **STANDARD**  CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.)                   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.6. | 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. |

DOMAIN / CONTENT **STANDARD**  CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK         |               | Research to Build and Present Knowledge   |
|----------------------------|---------------|---|
| GRADE LEVEL<br>EXPECTATION | W.9-10.7.     | 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.  |
| GRADE LEVEL EXPECTATION    | W.9-<br>10.8. | 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. |

DOMAIN / CONTENT **STANDARD**  CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |                | Range of Writing  |
|-------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

DOMAIN / CONTENT **STANDARD** 

CT.CC.L. Language Standards 9-10.

STATE **Conventions of Standard English FRAMEWORK GRADE LEVEL** L.9-Demonstrate command of the conventions of standard English grammar and usage when writing or **EXPECT ATION** 10.1. speaking.

**INDICATOR** 

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses 10.1(b)

(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN / CONTENT **STANDARD**  CT.CC.L. Language Standards

9-10.

L.9-

| STATE<br>FRAMEWORK      |                 | Conventions of Standard English  |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION |                 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR               | L.9-<br>10.2(c) | Spell correctly.   |

CT.CC.L. Language Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Knowledge of Language   |
|-------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION |                 | 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. |
| INDICATOR               | L.9-<br>10.3(a) | 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.                |

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Vocabulary Acquisition and Use   |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | L.9-<br>10.4.   | 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. |
| INDICATOR               | L.9-<br>10.4(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.       |
| INDICATOR               | L.9-<br>10.4(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).                            |

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards 9-10.

| STATE<br>FRAMEWORK      |           | Vocabulary Acquisition and Use  |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

#### UNIT 7: INVENTIVE WRITING Week 13 Page 133-138

Connecticut State Standards
Language Arts
Grade 9 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

| STATE<br>FRAMEWORK | Text Types and Purposes |
|--------------------|-------------------------|
|--------------------|-------------------------|

| GRADE LEVEL<br>EXPECTATION | W.9-<br>10.2.   | 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.   |
|----------------------------|-----------------|---|
| INDICATOR                  | W.9-<br>10.2(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. |
| INDICATOR                  | W.9-<br>10.2(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.                                 |
| INDICATOR                  | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| INDICATOR                  | W.9-<br>10.2(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).   |

CT.CC.W. Writing Standards 9-10.

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.)                   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.6. | 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. |

## DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |               | Research to Build and Present Knowledge   |
|-------------------------|---------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.8. | 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. |

#### DOMAIN / CONTENT STANDARD

STANDARD

CT.CC.W. Writing Standards

| STATE<br>FRAMEWORK      |                   | Range of Writing  |
|-------------------------|-------------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.10.    | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| DOMAIN /<br>CONTENT     | CT.CC.L.<br>9-10. | Language Standards  |

| STATE     | Conventions of Standard En | glish |
|-----------|----------------------------|-------|
| FRAMEWORK |                            |       |

| GRADE LEVEL EXPECTATION | L.9-<br>10.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
|-------------------------|-----------------|--|
| INDICATOR               | L.9-<br>10.1(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. |

CT.CC.L. Language Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Conventions of Standard English  |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | L.9-<br>10.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR               | L.9-<br>10.2(c) | Spell correctly.   |

DOMAIN / CONTENT **STANDARD** 

9-10.

CT.CC.L. Language Standards

Knowledge of Language STATE **FRAMEWORK GRADE LEVEL** L.9-Apply knowledge of language to understand how language functions in different contexts, to make EXPECTATION 10.3. effective choices for meaning or style, and to comprehend more fully when reading or listening.

**INDICATOR** L.9-Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual 10.3(a) for Writers) appropriate for the discipline and writing type.

DOMAIN / CONTENT **STANDARD**  CT.CC.L. Language Standards

| STATE<br>FRAMEWORK      |           | Vocabulary Acquisition and Use  |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

#### UNIT 7: INVENTIVE WRITING Week 14 Page 139-144

#### Connecticut State Standards Language Arts Grade 9 - Adopted: 2010

DOMAIN / CONTENT **STANDARD** 

CT.CC.W. Writing Standards 9-10.

| STATE<br>FRAMEWORK      | Text Types and Purposes   |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | 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. |

**INDICATOR** W.9-Introduce a topic; organize complex ideas, concepts, and information to make important connections and 10.2(a) distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

| INDICATOR | W.9-<br>10.2(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. |
|-----------|-----------------|---|
| INDICATOR | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| INDICATOR | W.9-<br>10.2(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).                           |

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.)                   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.6. | 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. |

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |               | Research to Build and Present Knowledge   |
|-------------------------|---------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.8. | 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. |

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |                | Range of Writing  |
|-------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards 9-10.

Conventions of Standard Eng

| FRAMEWORK | nventions of Standard English  |
|-----------|--|
|           | monstrate command of the conventions of standard English grammar and usage when writing or eaking. |

INDICATOR

L.9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses 10.1(b) (independent, noun, relative, adverbial) to convey specific meanings and add variety and interest to

(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CT.CC.L. Language Standards

|    | 4 0 |  |
|----|-----|--|
| 9- | ΤU  |  |

| STATE<br>FRAMEWORK      |      | Conventions of Standard English  |
|-------------------------|------|--|
| GRADE LEVEL EXPECTATION |      | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR               | L.9- | Spell correctly  |

INDICATOR

10.2(c)

Spell correctly.

DOMAIN / CONTENT **STANDARD**  CT.CC.L. Language Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Knowledge of Language   |
|-------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION |                 | 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. |
| INDICATOR               | L.9-<br>10.3(a) | 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.                |

DOMAIN / CONTENT **STANDARD** 

CT.CC.L. Language Standards

9-10.

| STATE<br>FRAMEWORK      |           | Vocabulary Acquisition and Use  |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

#### UNIT 7: INVENTIVE WRITING Week 15 Page 145-160

#### Connecticut State Standards Language Arts Grade 9 - Adopted: 2010

DOMAIN / CONTENT **STANDARD**  CT.CC.R Reading Standards for Literature

L.9-10.

| STATE<br>FRAMEWORK      |                | Key Ideas and Details  |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | RL.9-<br>10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL EXPECTATION | RL.9-<br>10.2. | 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. |
| GRADE LEVEL EXPECTATION | RL.9-<br>10.3. | 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.                              |
|                         |                |  |

DOMAIN / CONTENT **STANDARD**  CT.CC.R Reading Standards for Literature

L.9-10.

| STATE<br>FRAMEWORK         |                | Craft and Structure  |
|----------------------------|----------------|--|
| GRADE LEVEL<br>EXPECTATION | RL.9-<br>10.4. | 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). |
| GRADE LEVEL EXPECTATION    | RL.9-<br>10.5. | 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.  |

CT.CC.R Reading Standards for Literature

L.9-10.

| STATE<br>FRAMEWORK      |                | Integration of Knowledge and Ideas  |
|-------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | RL.9-<br>10.9. | 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). |

DOMAIN / CONTENT STANDARD CT.CC.R Reading Standards for Literature L.9-10.

| STAT | E<br>IEWORK |        | Range of Reading and Level of Text Complexity   |
|------|-------------|--------|---|
|      |             |        |   |
| GRAD | E LEVEL     | RL.9-  | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 |
| EXPE | CTATION     | 10.10. | text complexity band proficiently, with scaffolding as needed at the high end of the range.                     |

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Text Types and Purposes  |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.3.   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| INDICATOR               | W.9-<br>10.3(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. |
| INDICATOR               | W.9-<br>10.3(b) | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.   |
| INDICATOR               | W.9-<br>10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.   |
| INDICATOR               | W.9-<br>10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   |
| INDICATOR               | W.9-<br>10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  |

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.)                   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.6. | 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. |

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Research to Build and Present Knowledge   |
|-------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.9.   | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| INDICATOR               | W.9-<br>10.9(a) | 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]"). |

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |                | Range of Writing  |
|-------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

NT 9-10. ARD

| STATE<br>FRAMEWORK      |                 | Conventions of Standard English  |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | L.9-<br>10.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR               | L.9-<br>10.2(c) | Spell correctly.   |

CT.CC.L. Language Standards

DOMAIN / CONTENT STANDARD

9-10.

L.9-

| STATE<br>FRAMEWORK      | Vocabulary Acquisition and Use   |
|-------------------------|--|
| GRADE LEVEL EXPECTATION | 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. |

INDICATOR

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)

10.4(a) as a clue to the meaning of a word or phrase.

| INDICATOR                       | L.9-<br>10.4(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).   |
|---------------------------------|--------------------|---|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10.  | Language Standards  |
| STATE<br>FRAMEWORK              |                    | Vocabulary Acquisition and Use  |
| GRADE LEVEL EXPECTATION         | L.9-10.6.          | 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. |
|                                 |                    | UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182  |
|                                 |                    | Connecticut State Standards   |
|                                 |                    | Language Arts   |
|                                 |                    | Grade 9 - Adopted: 2010   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.RI<br>.9-10. | Reading Standards for Informational Text  |
| STATE<br>FRAMEWORK              |                    | Key Ideas and Details   |
| GRADE LEVEL EXPECTATION         | RI.9-10.1.         | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| GRADE LEVEL EXPECTATION         | RI.9-10.2.         | 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.   |
| GRADE LEVEL EXPECTATION         | RI.9-10.3.         | 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.  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.RI<br>.9-10. | Reading Standards for Informational Text  |
| STATE<br>FRAMEWORK              |                    | Craft and Structure   |
| GRADE LEVEL<br>EXPECTATION      | RI.9-<br>10.4.     | 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).                                    |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.W.<br>9-10.  | . Writing Standards   |
| STATE<br>FRAMEWORK              |                    | Text Types and Purposes   |
| GRADE LEVEL EXPECTATION         | W.9-<br>10.2.      | 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.   |

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

W.9-

10.2(a)

comprehension.

INDICATOR

| INDICATOR | W.9-<br>10.2(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. |
|-----------|-----------------|---|
| INDICATOR | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| INDICATOR | W.9-<br>10.2(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).                           |

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.)                   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.6. | 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. |

#### DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK         |               | Research to Build and Present Knowledge   |
|----------------------------|---------------|---|
| GRADE LEVEL<br>EXPECTATION | W.9-10.7.     | 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.  |
| GRADE LEVEL EXPECTATION    | W.9-<br>10.8. | 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. |

#### DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

| STATE<br>FRAMEWORK              |                   | Range of Writing  |
|---------------------------------|-------------------|---|
| GRADE LEVEL EXPECTATION         | W.9-<br>10.10.    | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10. | Language Standards  |

| STATE<br>FRAMEWORK      | Conventions of Standard English  |
|-------------------------|--|
| GRADE LEVEL EXPECTATION | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| INDICATOR                       | L.9-<br>10.1(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. |
|---------------------------------|-------------------|--|
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10. | Language Standards   |
| STATE<br>FRAMEWORK              |                   | Conventions of Standard English  |
| GRADE LEVEL EXPECT ATION        | L.9-<br>10.2.     | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| INDICATOR                       | L.9-<br>10.2(c)   | Spell correctly.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10. | Language Standards   |
| STATE<br>FRAMEWORK              |                   | Knowledge of Language  |
| GRADE LEVEL EXPECT ATION        | L.9-<br>10.3.     | 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.  |
| INDICATOR                       | L.9-<br>10.3(a)   | 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.   |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10. | Language Standards   |
| STATE<br>FRAMEWORK              |                   | Vocabulary Acquisition and Use   |
| GRADE LEVEL EXPECTATION         | L.9-<br>10.4.     | 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.   |
| INDICATOR                       | L.9-<br>10.4(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.   |
| INDICATOR                       | L.9-<br>10.4(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).  |
| DOMAIN /<br>CONTENT<br>STANDARD | CT.CC.L.<br>9-10. | Language Standards   |
| STATE<br>FRAMEWORK              |                   | Vocabulary Acquisition and Use   |
| GRADE LEVEL EXPECTATION         | L.9-10.6.         | 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.

## $\begin{tabular}{ll} CT.CC.RI Reading Standards for Informational Text. 9-10. \end{tabular}$

| STATE<br>FRAMEWORK      |            | Key Ideas and Details  |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | 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.      |
| GRADE LEVEL EXPECTATION | RI.9-10.3. | 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. |

#### DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text

.9-10.

| STATE<br>FRAMEWORK      |                | Craft and Structure  |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | RI.9-<br>10.4. | 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). |

#### DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text

.9-10.

| STATE<br>FRAMEWORK      |            | Integration of Knowledge and Ideas  |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | RI.9-10.7. | 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. |

#### DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

| STATE<br>FRAMEWORK      |                 | Text Types and Purposes   |
|-------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.1.   | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| INDICATOR               | W.9-<br>10.1(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. |
| INDICATOR               | W.9-<br>10.1(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.     |
| INDICATOR               | W.9-<br>10.1(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.  |
| INDICATOR               | W.9-<br>10.1(e) | Provide a concluding statement or section that follows from and supports the argument presented.  |

CT.CC.W. Writing Standards 9-10.

| STATE<br>FRAMEWORK      |                 | Text Types and Purposes   |
|-------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.2.   | 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. |
| INDICATOR               | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| INDICATOR               | W.9-<br>10.2(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.  |

DOMAIN / CONTENT **STANDARD**  CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.)                   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.6. | 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. |

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK         |               | Research to Build and Present Knowledge   |
|----------------------------|---------------|---|
| GRADE LEVEL<br>EXPECTATION | W.9-10.7.     | 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.  |
| GRADE LEVEL EXPECTATION    | W.9-<br>10.8. | 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. |

DOMAIN / CONTENT **STANDARD**  CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |                | Range of Writing  |
|-------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards 9-10.

| STATE<br>FRAMEWORK      |                 | Conventions of Standard English  |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | L.9-<br>10.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| INDICATOR               | L.9-<br>10.1(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. |

CT.CC.L. Language Standards 9-10.

| STATE<br>FRAMEWORK      | Conventions of Standard English  |
|-------------------------|--|
| GRADE LEVEL EXPECTATION | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

 $\begin{array}{ccc} \text{INDICATOR} & \text{L.9-} & \text{Spell correctly.} \\ & & 10.2 \text{(c)} \end{array}$ 

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Knowledge of Language   |
|-------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION | L.9-<br>10.3.   | 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. |
| INDICATOR               | L.9-<br>10.3(a) | 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.                |

DOMAIN / CONTENT STANDARD

STATE

CT.CC.L. Language Standards

**Vocabulary Acquisition and Use** 

FRAMEWORK

GRADE LEVEL L.9EXPECTATION L.9Determine 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.

| INDICATOR | L.9-<br>10.4(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. |
|-----------|-----------------|--|
| INDICATOR | L.9-<br>10.4(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).                      |

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

| STATE<br>FRAMEWORK      |           | Vocabulary Acquisition and Use  |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

#### Connecticut State Standards

#### Language Arts

Grade 9 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

| .9 | -1 | 0 |
|----|----|---|
|    |    |   |

| STATE<br>FRAMEWORK      |            | Key Ideas and Details  |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | 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.      |
| GRADE LEVEL EXPECTATION | RI.9-10.3. | 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. |

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

.9-10.

| STATE<br>FRAMEWORK      |                | Craft and Structure  |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | RI.9-<br>10.4. | 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). |

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Text Types and Purposes   |
|-------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.1.   | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| INDICATOR               | W.9-<br>10.1(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. |
| INDICATOR               | W.9-<br>10.1(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.     |
| INDICATOR               | W.9-<br>10.1(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.  |
| INDICATOR               | W.9-<br>10.1(e) | Provide a concluding statement or section that follows from and supports the argument presented.  |

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

| STATE<br>FRAMEWORK      | Text Types and Purposes   |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | 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. |

| INDICATOR | W.9-<br>10.2(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. |
|-----------|-----------------|---|
| INDICATOR | W.9-<br>10.2(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.                                 |
| INDICATOR | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| INDICATOR | W.9-<br>10.2(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.  |
| INDICATOR | W.9-<br>10.2(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).   |

CT.CC.W. Writing Standards 9-10.

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.)                   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.6. | 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. |

# DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards 9-10.

| STATE<br>FRAMEWORK         |               | Research to Build and Present Knowledge   |
|----------------------------|---------------|---|
| GRADE LEVEL<br>EXPECTATION | W.9-10.7.     | 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.  |
| GRADE LEVEL EXPECTATION    | W.9-<br>10.8. | 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. |

# DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards 9-10.

| STATE<br>FRAMEWORK      |                | Range of Writing  |
|-------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

CT.CC.L. Language Standards 9-10.

| STATE<br>FRAMEWORK      |                 | Conventions of Standard English  |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | L.9-<br>10.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR               | L.9-<br>10.2(b) | Use a colon to introduce a list or quotation.  |
| INDICATOR               | L.9-<br>10.2(c) | Spell correctly.   |

#### DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Knowledge of Language   |
|-------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION |                 | 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. |
| INDICATOR               | L.9-<br>10.3(a) | 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.                |

#### DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Vocabulary Acquisition and Use   |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | L.9-<br>10.4.   | 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. |
| INDICATOR               | L.9-<br>10.4(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.       |
| INDICATOR               | L.9-<br>10.4(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).                            |

#### DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

9-10.

| STATE<br>FRAMEWORK      |           | Vocabulary Acquisition and Use  |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 207-219

Connecticut State Standards
Language Arts
Grade 9 - Adopted: 2010

## $\begin{tabular}{ll} CT.CC.RI Reading Standards for Informational Text. 9-10. \end{tabular}$

| STATE<br>FRAMEWORK      |            | Key Ideas and Details  |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | 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.      |
| GRADE LEVEL EXPECTATION | RI.9-10.3. | 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. |

#### DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text

.9-10.

| STATE<br>FRAMEWORK      |                | Craft and Structure  |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | RI.9-<br>10.4. | 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). |

#### DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Text Types and Purposes   |
|-------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.2.   | 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.   |
| INDICATOR               | W.9-<br>10.2(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. |
| INDICATOR               | W.9-<br>10.2(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.                                 |
| INDICATOR               | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| INDICATOR               | W.9-<br>10.2(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).   |

#### DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.) |

| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.6. | 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. |

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK         |               | Research to Build and Present Knowledge   |
|----------------------------|---------------|---|
| GRADE LEVEL<br>EXPECTATION | W.9-10.7.     | 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.  |
| GRADE LEVEL EXPECTATION    | W.9-<br>10.8. | 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. |

#### DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |                | Range of Writing  |
|-------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

#### DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

TENT 9-10.

| STATE<br>FRAMEWORK      |                 | Conventions of Standard English  |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | L.9-<br>10.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| INDICATOR               | L.9-<br>10.1(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. |

#### DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

| STATE<br>FRAMEWORK      |                 | Conventions of Standard English  |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | L.9-<br>10.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| INDICATOR               | L.9-<br>10.2(b) | Use a colon to introduce a list or quotation.  |
| INDICATOR               | L.9-<br>10.2(c) | Spell correctly.   |

CT.CC.L. Language Standards 9-10.

| STATE<br>FRAMEWORK      |                 | Knowledge of Language   |
|-------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION | L.9-<br>10.3.   | 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. |
| INDICATOR               | L.9-<br>10.3(a) | 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.                |

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Vocabulary Acquisition and Use   |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | L.9-<br>10.4.   | 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. |
| INDICATOR               | L.9-<br>10.4(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.       |
| INDICATOR               | L.9-<br>10.4(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).                            |

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards 9-10.

STATE
FRAMEWORK

Vocabulary Acquisition and Use

GRADE LEVEL
EXPECTATION

L.9-10.6. 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.

UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236

Connecticut State Standards
Language Arts
Grade 9 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.R Reading Standards for Literature

NTENT L.9-10.

| STATE<br>FRAMEWORK      |                | Key Ideas and Details  |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | RL.9-<br>10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL EXPECTATION | RL.9-<br>10.2. | 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. |
| GRADE LEVEL EXPECTATION | RL.9-<br>10.3. | 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.                              |

## CT.CC.R Reading Standards for Literature L.9-10.

| STATE<br>FRAMEWORK         |                | Craft and Structure  |
|----------------------------|----------------|--|
| GRADE LEVEL<br>EXPECTATION | RL.9-<br>10.4. | 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). |
| GRADE LEVEL EXPECTATION    | RL.9-<br>10.5. | 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.  |

#### DOMAIN / CONTENT STANDARD

CT.CC.R Reading Standards for Literature

L.9-10.

| STATE<br>FRAMEWORK |                 | Range of Reading and Level of Text Complexity   |
|--------------------|-----------------|---|
| GRADE LEVEL        | RL.9-<br>10.10. | 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. |

#### DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Text Types and Purposes   |
|-------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.2.   | 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. |
| INDICATOR               | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |

#### DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

| STATE<br>FRAMEWORK      |                 | Text Types and Purposes  |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.3.   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| INDICATOR               | W.9-<br>10.3(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. |
| INDICATOR               | W.9-<br>10.3(b) | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.   |
| INDICATOR               | W.9-<br>10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.   |
| INDICATOR               | W.9-<br>10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   |
| INDICATOR               | W.9-<br>10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  |

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.)                   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.6. | 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. |

DOMAIN / CONTENT **STANDARD** 

CT.CC.W. Writing Standards 9-10.

| STATE<br>FRAMEWORK |      | Research to Build and Present Knowledge   |
|--------------------|------|---|
| GRADE LEVEL        | W.9- | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; |

**EXPECTATION** 10.8. 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.

DOMAIN / CONTENT **STANDARD**  CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |                | Range of Writing  |
|-------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

DOMAIN / CONTENT **STANDARD** 

CT.CC.L. Language Standards 9-10.

STATE Conventions of Standard English **FRAMEWORK GRADE LEVEL** L.9-Demonstrate command of the conventions of standard English grammar and usage when writing or **EXPECT ATION** 10.1. speaking.

**INDICATOR** L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses 10.1(b)

(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN / CONTENT **STANDARD** 

CT.CC.L. Language Standards 9-10.

| STATE<br>FRAMEWORK      | Conventions of Standard English  |
|-------------------------|--|
| GRADE LEVEL EXPECTATION | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

**INDICATOR** L.9-Spell correctly. 10.2(c)

CT.CC.L. Language Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Knowledge of Language   |
|-------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION |                 | 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. |
| INDICATOR               | L.9-<br>10.3(a) | 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.                |

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Vocabulary Acquisition and Use   |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | L.9-<br>10.4.   | 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. |
| INDICATOR               | L.9-<br>10.4(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.       |
| INDICATOR               | L.9-<br>10.4(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).                            |

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

9-10.

| STATE<br>FRAMEWORK      |           | Vocabulary Acquisition and Use  |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

#### UNIT 9: FORMAL CRITIQUE Week 21 Page 237-240

## **Connecticut State Standards** Language Arts

Grade 9 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.R Reading Standards for Literature

L.9-10.

| STATE<br>FRAMEWORK      |                | Key Ideas and Details  |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | RL.9-<br>10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| GRADE LEVEL EXPECTATION | RL.9-<br>10.2. | 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. |
| GRADE LEVEL EXPECTATION | RL.9-<br>10.3. | 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.                              |

## CT.CC.R Reading Standards for Literature L.9-10.

| STATE<br>FRAMEWORK         |                | Craft and Structure  |
|----------------------------|----------------|--|
| GRADE LEVEL<br>EXPECTATION | RL.9-<br>10.4. | 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). |
| GRADE LEVEL EXPECTATION    | RL.9-<br>10.5. | 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.  |

### DOMAIN / CONTENT **STANDARD**

CT.CC.R Reading Standards for Literature L.9-10.

| STATE<br>FRAMEWORK      |                 | Range of Reading and Level of Text Complexity   |
|-------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION | RL.9-<br>10.10. | 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. |

#### DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |                 | Text Types and Purposes   |
|-------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.2.   | 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. |
| INDICATOR               | W.9-<br>10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |

#### DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

| STATE<br>FRAMEWORK      |                 | Text Types and Purposes  |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.3.   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| INDICATOR               | W.9-<br>10.3(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. |
| INDICATOR               | W.9-<br>10.3(b) | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.   |
| INDICATOR               | W.9-<br>10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.   |
| INDICATOR               | W.9-<br>10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   |
| INDICATOR               | W.9-<br>10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  |

CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |               | Production and Distribution of Writing   |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | W.9-<br>10.4. | 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.)                   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.5. | 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.   |
| GRADE LEVEL EXPECTATION | W.9-<br>10.6. | 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. |

DOMAIN / CONTENT **STANDARD** 

CT.CC.W. Writing Standards 9-10.

| STATE<br>FRAMEWORK |      | Research to Build and Present Knowledge   |
|--------------------|------|---|
| GRADE LEVEL        | W.9- | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; |

**EXPECTATION** 10.8. 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.

DOMAIN / CONTENT **STANDARD**  CT.CC.W. Writing Standards

9-10.

| STATE<br>FRAMEWORK      |                | Range of Writing  |
|-------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | W.9-<br>10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

DOMAIN / CONTENT **STANDARD** 

CT.CC.L. Language Standards 9-10.

STATE Conventions of Standard English **FRAMEWORK GRADE LEVEL** L.9-Demonstrate command of the conventions of standard English grammar and usage when writing or **EXPECT ATION** 10.1. speaking.

**INDICATOR** L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses 10.1(b)

(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN / CONTENT **STANDARD** 

CT.CC.L. Language Standards 9-10.

| STATE<br>FRAMEWORK      | Conventions of Standard English  |
|-------------------------|--|
| GRADE LEVEL EXPECTATION | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

**INDICATOR** L.9-Spell correctly. 10.2(c)

#### CT.CC.L. Language Standards 9-10.

| STATE<br>FRAMEWOR | RK              | Knowledge of Language   |
|-------------------|-----------------|---|
| GRADE LEVEXPECTAT |                 | 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. |
| INDICATOR         | L.9-<br>10.3(a) | 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.                |

DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards 9-10.

| STATE<br>FRAMEWORK      |                 | Vocabulary Acquisition and Use   |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | L.9-<br>10.4.   | 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. |
| INDICATOR               | L.9-<br>10.4(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.       |
| INDICATOR               | L.9-<br>10.4(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).                            |

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

| STATE<br>FRAMEWORK      |           | Vocabulary Acquisition and Use  |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |