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.RL.9-10.	Reading Standards for Literature
STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RL.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	RL.9-10.2.	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.9-10.3.	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.RL.9-10.	Reading Standards for Literature
STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RL.9-10.4.	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.9-10.5.	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.RL.9-10.	Reading Standards for Literature
STATE FRAMEWORK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	RL.9-10.10.	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.9-10.	Writing Standards
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.9-10.2.**	**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.9-10.2(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.9-10.2(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.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2(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 FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
INDICATOR	W.9-10.3(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.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
INDICATOR	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3(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.9-10.3(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 FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.9-10.4.	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.9-10.5.	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.9-10.6.	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 FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.9-10.8.	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. 9-10.	Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.9-10.10.	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. 9-10.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.9-10.1(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. 9-10.	Language Standards

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

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

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	**L.9-10.3.**	**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.9-10.3(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. 9-10.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	L.9-10.	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.9-10.4(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.9-10.4(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.9-10.	Language Standards
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.

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

DOMAIN / CONTENT STANDARD	CT.CC.R L.9-10.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.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	RL.9-10.2.	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.9-10.3.	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 L.9-10.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.9-10.4.	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.9-10.5.	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 L.9-10.	Reading Standards for Literature

STATE FRAMEWORK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	RL.9-10.10.	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. 9-10.**	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.9-10.2.**	**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.9-10.2(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.9-10.2(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.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2(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. 9-10.**	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
INDICATOR	W.9-10.3(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.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
INDICATOR	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3(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.9-10.3(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. 9-10.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**

GRADE LEVEL EXPECTATION	W.9-10.4.	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.9-10.5.	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.9-10.6.	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. 9-10.	Writing Standards
STATE 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.9-10.8.	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. 9-10.	Writing Standards
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.9-10.10.	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. 9-10.	Language Standards
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.9-10.1(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. 9-10.	Language Standards
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.9-10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

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

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

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.9-10.3.	**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.9-10.3(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. 9-10.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.4.	**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.9-10.4(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.9-10.4(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. 9-10.	Language Standards

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.

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

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

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.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	RL.9-10.2.	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 / CONTENT STANDARD	CT.CC.R L.9-10.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.9- 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 / CONTENT STANDARD	CT.CC.R L.9-10.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.9- 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.RI .9-10.	Reading Standards for Informational Text
STATE 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 .9-10.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.9- 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. 9-10.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9- 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- 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. 9-10.	Writing Standards

STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.9- 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. 9-10.	Language Standards

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

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

STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**L.9- 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- 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- 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. 9-10.	Language Standards

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 .9-10.	Reading Standards for Informational Text

STATE 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 .9-10.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RI.9- 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. 9-10.**	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.9- 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- 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- 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- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

DOMAIN / CONTENT STANDARD	**CT.CC.W. 9-10.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.9- 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- 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. 9-10.**	**Writing Standards**
STATE 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.9-10.8.	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. 9-10.**	**Writing Standards**
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.9-10.10.	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 .9-10.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.9-10.1.**	**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.9-10.1(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.9-10.1(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.9-10.1(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 / CONTENT STANDARD	**CT.CC.S L.9-10.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Presentation of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	SL.9-10.4.	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. 9-10.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**L.9-10.4.**	**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.9-10.4(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.9-10.4(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. 9-10.	Language Standards
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 2: WRITING FROM NOTES Week 2 Page 17-26

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

DOMAIN / CONTENT STANDARD	CT.CC.RI .9-10.	Reading Standards for Informational Text
STATE 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 .9-10.	Reading Standards for Informational Text
STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RI.9-10.4.	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. 9-10.	Writing Standards
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.9-10.2.**	**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.9-10.2(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.9-10.2(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.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2(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.9-10.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9-10.4.	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.9-10.5.	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.9-10.6.	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.9-10.	Writing Standards

STATE 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.9-10.8.	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.9-10.	Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.9-10.10.	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.9-10.	Speaking and Listening Standards

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.9-10.4.	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. 9-10.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.9-10.1(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. 9-10.	Language Standards

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

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

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.4.	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.9-10.4(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.9-10.4(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. 9-10.	Language Standards

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.

Connecticut State Standards
Language Arts

DOMAIN / CONTENT STANDARD	CT.CC.R L.9-10.	Reading Standards for Literature
STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RL.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	RL.9- 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- 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 L.9-10.	Reading Standards for Literature
STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RL.9- 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- 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 L.9-10.	Reading Standards for Literature
STATE FRAMEWORK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	RL.9- 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. 9-10.	Writing Standards
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.9- 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- 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- 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- 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.9-10.3(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.9-10.3(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. 9-10.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9-10.4.	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.9-10.5.	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.9-10.6.	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. 9-10.	Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.9-10.10.	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.9-10.	Speaking and Listening Standards

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.9-10.4.	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. 9-10.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.9-10.1(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. 9-10.	Language Standards

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

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

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.4.	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.9-10.4(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.9-10.4(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.9-10.	Language Standards

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 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46

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

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

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.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	RL.9-10.2.	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.9-10.3.	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.RL.9-10.	Reading Standards for Literature

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.9-10.4.	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.9-10.5.	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.RL.9-10.	Reading Standards for Literature

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.9-10.10.	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.9-10.	Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	W.9-10.3(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.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
INDICATOR	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3(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.9-10.3(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.9-10.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9-10.4.	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.9-10.5.	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.9-10.6.	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. 9-10.	Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.9-10.10.	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 L.9-10.	Speaking and Listening Standards

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.9-10.4.	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. 9-10.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.9-10.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.9-10.1(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. 9-10.	Language Standards

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

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

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.4.	**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.9-10.4(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.9-10.4(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.9-10. | **Language Standards** |

| 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 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54

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

| DOMAIN / CONTENT STANDARD | CT.CC.RL.9-10. | **Reading Standards for Literature** |

| STATE FRAMEWORK | | **Key Ideas and Details** |

| GRADE LEVEL EXPECTATION | RL.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 | RL.9-10.2. | 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.9-10.3. | 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.RL.9-10. | **Reading Standards for Literature** |

| STATE FRAMEWORK | | **Craft and Structure** |

| GRADE LEVEL EXPECTATION | RL.9-10.4. | 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.9-10.5. | 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.RL.9-10. | **Reading Standards for Literature** |

| STATE FRAMEWORK | | **Range of Reading and Level of Text Complexity** |

| GRADE LEVEL EXPECTATION | RL.9-10.10. | 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 FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	**W.9- 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- 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- 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- 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- 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- 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 FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9- 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- 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- 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 FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.9- 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 FRAMEWORK		Presentation of Knowledge and Ideas

| GRADE LEVEL EXPECTATION | SL.9-10.4. | 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. 9-10. | **Language Standards** |

STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.9-10.1(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. 9-10. | **Language Standards** |

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

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

STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**L.9-10.4.**	**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.9-10.4(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.9-10.4(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. 9-10. | **Language Standards** |

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 4: SUMMARIZING A REFERENCE Week 6 Page 55-68

DOMAIN / CONTENT STANDARD	CT.CC.RI .9-10.	**Reading Standards for Informational Text**	
STATE 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 .9-10.	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RI.9-10.4.	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. 9-10.	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.9-10.2.**	**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.9-10.2(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.9-10.2(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.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

DOMAIN / CONTENT STANDARD	CT.CC.W. 9-10.	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.9-10.4.	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.9-10.5.	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.9-10.6.	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. 9-10.**	**Writing Standards**

STATE 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.9-10.8.	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. 9-10.**	**Writing Standards**

STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.9-10.10.	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 .9-10.**	**Speaking and Listening Standards**

STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.9-10.1.**	**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.9-10.1(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.9-10.1(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.9-10.1(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 / CONTENT STANDARD	**CT.CC.L. 9-10.**	**Language Standards**

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

| INDICATOR | L.9-10.1(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. 9-10. | Language Standards |

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

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

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

| STATE FRAMEWORK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | **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.9-10.4(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.9-10.4(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. 9-10. | Language Standards |

| 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. |

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

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

| STATE 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 .9-10.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RI.9-10.4.	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. 9-10.**	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.9-10.2.**	**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.9-10.2(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.9-10.2(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.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

DOMAIN / CONTENT STANDARD	**CT.CC.W. 9-10.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.9-10.4.	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.9-10.5.	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.9-10.6.	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. 9-10.**	**Writing Standards**
STATE 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.9-10.8.	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. 9-10.**	**Writing Standards**

STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.9-10.10.	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 .9-10.**	**Speaking and Listening Standards**

STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.9-10.1.**	**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.9-10.1(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.9-10.1(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.9-10.1(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 / CONTENT STANDARD	**CT.CC.L. 9-10.**	**Language Standards**

STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.9-10.1(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. 9-10.**	**Language Standards**

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

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

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.4.	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.9-10.4(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.9-10.4(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. 9-10.	Language Standards

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.

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

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

STATE 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 .9-10.	Reading Standards for Informational Text

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.9-10.4.	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. 9-10.	Writing Standards

STATE FRAMEWORK		Text Types and Purposes

GRADE LEVEL EXPECTATION	W.9-10.2.	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.9-10.2(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.9-10.2(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.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
DOMAIN / CONTENT STANDARD	CT.CC.W. 9-10.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9-10.4.	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.9-10.5.	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.9-10.6.	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. 9-10.	Writing Standards
STATE 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.9-10.8.	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. 9-10.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.9-10.10.	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. 9-10.	Language Standards
STATE FRAMEWORK		Conventions of Standard English

GRADE LEVEL EXPECTATION	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.9-10.1(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.9-10.	Language Standards

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

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

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

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.4.	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.9-10.4(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.9-10.4(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.9-10.	Language Standards

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.

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Connecticut State Standards

Language Arts

Grade 9 - Adopted: 2010

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

STATE FRAMEWORK		Key Ideas and Details

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

DOMAIN / CONTENT STANDARD	CT.CC.W. 9-10.	Writing Standards
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.9-10.4.	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.9-10.5.	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.9-10.6.	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. 9-10.	**Writing Standards**

STATE FRAMEWORK		**Range of Writing**

GRADE LEVEL EXPECTATION	W.9-10.10.	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. 9-10.	**Language Standards**

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

INDICATOR	L.9-10.1(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. 9-10.	**Language Standards**

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

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

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

STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**L.9-10.4.**	**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.9-10.4(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.9-10.4(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. 9-10.	**Language Standards**

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.

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

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

STATE 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 FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RI.9-10.4.	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 FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.9-10.2.**	**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.9-10.2(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.9-10.2(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.9-10.2(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 FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9-10.4.	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.9-10.5.	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.9-10.6.	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. 9-10.	Writing Standards

STATE 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.9-10.8.	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. 9-10.	Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.9-10.10.	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. 9-10.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.9-10.1(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. 9-10.	Language Standards

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

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

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

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	**L.9- 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- 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- 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. 9-10.	Language Standards

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 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126

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

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

STATE 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 .9-10.	Reading Standards for Informational Text

STATE FRAMEWORK		Craft and Structure

GRADE LEVEL EXPECTATION	RI.9-10.4.	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 FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	**W.9-10.2.**	**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.9-10.2(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.9-10.2(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.9-10.2(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 FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9-10.4.	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.9-10.5.	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.9-10.6.	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 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.9-10.8.	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 FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.9-10.10.	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. 9-10.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.9-10.1(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. 9-10.	Language Standards

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

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

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	**L.9-10.3.**	**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.9-10.3(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. 9-10.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	**L.9-10.4.**	**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.9-10.4(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.9-10.4(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. 9-10.	Language Standards

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.

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

DOMAIN / CONTENT STANDARD	CT.CC.RI Reading Standards for Informational Text .9-10.	
STATE 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 FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.9-10.4.	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 FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9-10.2.	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.9-10.2(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.9-10.2(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.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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

STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.9-10.4.	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.9-10.5.	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.9-10.6.	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. 9-10.	Writing Standards

STATE 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.9-10.8.	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. 9-10.	Writing Standards

STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.9-10.10.	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. 9-10.	Language Standards

STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.9-10.1(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. 9-10.	Language Standards

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

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

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.9-10.3.	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.9-10.3(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. 9-10.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.4.	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.9-10.4(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.9-10.4(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. 9-10.	Language Standards

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.

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

STATE FRAMEWORK		Text Types and Purposes

GRADE LEVEL EXPECTATION	W.9-10.2.	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.9-10.2(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.9-10.2(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.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2(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. 9-10.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.9-10.4.	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.9-10.5.	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.9-10.6.	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. 9-10.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	W.9-10.8.	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. 9-10.**	**Writing Standards**
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.9-10.10.	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. 9-10.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**

GRADE LEVEL EXPECTATION	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.9-10.1(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.9-10.	Language Standards

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

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

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.9-10.3.	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.9-10.3(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.9-10.	Language Standards

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.

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

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9-10.2.	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.9-10.2(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.9-10.2(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.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2(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. 9-10.	Writing Standards
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.9-10.4.	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.9-10.5.	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.9-10.6.	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. 9-10.	Writing Standards
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	W.9-10.8.	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. 9-10.	Writing Standards
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.9-10.10.	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. 9-10.	Language Standards
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.9-10.1(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. 9-10.	Language Standards

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

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

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

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.9-10.3.	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.9-10.3(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. 9-10.	Language Standards

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.

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

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

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.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	RL.9-10.2.	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.9-10.3.	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 L.9-10.	Reading Standards for Literature

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.9-10.4.	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.9-10.5.	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.RL.9-10.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.9-10.9.	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.RL.9-10.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.9-10.10.	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.9-10.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	W.9-10.3(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.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
INDICATOR	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3(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.9-10.3(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.9-10.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9-10.4.	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.9-10.5.	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.9-10.6.	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. 9-10.	Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.9-10.9(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. 9-10.	Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.9-10.10.	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. 9-10.	Language Standards

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

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

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.4.	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.9-10.4(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.9-10.4(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. 9-10.	Language Standards

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.

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

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

STATE 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 .9-10.	Reading Standards for Informational Text

STATE FRAMEWORK		Craft and Structure

GRADE LEVEL EXPECTATION	RI.9-10.4.	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. 9-10.	Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	**W.9-10.2.**	**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.9-10.2(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.9-10.2(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.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2(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. 9-10.	Writing Standards
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.9-10.4.	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.9-10.5.	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.9-10.6.	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. 9-10.	Writing Standards
STATE 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.9-10.8.	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. 9-10.	Writing Standards
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.9-10.10.	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. 9-10.	Language Standards
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

INDICATOR	L.9-10.1(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. 9-10.	Language Standards

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

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

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

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	**L.9-10.3.**	**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.9-10.3(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. 9-10.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	**L.9-10.4.**	**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.9-10.4(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.9-10.4(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. 9-10.	Language Standards

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.

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Language Arts

Grade **9** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RI Reading Standards for Informational Text .9-10.	
STATE 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 FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RI.9-10.4.	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 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 9-10.	
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
INDICATOR	W.9-10.1(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.9-10.1(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.9-10.1(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.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

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

STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.9- 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- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9- 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. 9-10.	Writing Standards

STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.9- 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- 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- 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. 9-10.	Writing Standards

STATE 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- 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. 9-10.	Writing Standards

STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.9- 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. 9-10.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.9-10.1(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. 9-10.	Language Standards

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

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

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.9-10.3.	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.9-10.3(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. 9-10.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.4.	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.9-10.4(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.9-10.4(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. 9-10.	Language Standards

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.

Language Arts

Grade **9** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.RI Reading Standards for Informational Text .9-10.**	
STATE 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 FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RI.9-10.4.	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 FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
INDICATOR	W.9-10.1(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.9-10.1(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.9-10.1(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.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

DOMAIN / CONTENT STANDARD	**CT.CC.W. Writing Standards 9-10.**	
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.9-10.2.**	**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.9-10.2(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.9-10.2(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.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2(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.9-10.2(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 FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.9-10.4.	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.9-10.5.	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.9-10.6.	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 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.9-10.8.	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 FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.9-10.10.	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. 9-10.	Language Standards
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.9-10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.9-10.2(b)	Use a colon to introduce a list or quotation.
INDICATOR	L.9-10.2(c)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L. 9-10.	Language Standards
STATE FRAMEWORK		**Knowledge of Language**
GRADE LEVEL EXPECTATION	**L.9-10.3.**	**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.9-10.3(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. 9-10.	Language Standards
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**L.9-10.4.**	**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.9-10.4(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.9-10.4(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. 9-10.	Language Standards
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.

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

DOMAIN / CONTENT STANDARD	CT.CC.RI Reading Standards for Informational Text .9-10.	
STATE 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 FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RI.9-10.4.	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 FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.9-10.2.**	**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.9-10.2(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.9-10.2(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.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2(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 FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.9-10.4.	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.9-10.5.	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.9-10.6.	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. 9-10.	Writing Standards
STATE 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.9-10.8.	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. 9-10.	Writing Standards
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.9-10.10.	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. 9-10.	Language Standards
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.9-10.1(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. 9-10.	Language Standards
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.9-10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.9-10.2(b)	Use a colon to introduce a list or quotation.
INDICATOR	L.9-10.2(c)	Spell correctly.

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

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.9-10.3.	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.9-10.3(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. 9-10.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.4.	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.9-10.4(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.9-10.4(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. 9-10.	Language Standards

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.

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

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

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.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	RL.9-10.2.	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.9-10.3.	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 L.9-10.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.9- 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- 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 L.9-10.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.9- 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. 9-10.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9- 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- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

DOMAIN / CONTENT STANDARD	CT.CC.W. 9-10.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9- 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- 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- 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- 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- 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- 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. 9-10.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9-10.4.	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.9-10.5.	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.9-10.6.	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. 9-10.	Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.9-10.8.	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. 9-10.	Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.9-10.10.	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. 9-10.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.9-10.1(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. 9-10.	Language Standards

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

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

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.9-10.3.	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.9-10.3(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. 9-10.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.4.	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.9-10.4(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.9-10.4(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. 9-10.	Language Standards

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.

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

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

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.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	RL.9-10.2.	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.9-10.3.	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.RL.9-10.	Reading Standards for Literature

STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RL.9-10.4.	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.9-10.5.	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.RL.9-10.	Reading Standards for Literature

STATE FRAMEWORK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	RL.9-10.10.	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. 9-10.	Writing Standards

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

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

STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
INDICATOR	W.9-10.3(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.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
INDICATOR	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3(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.9-10.3(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. 9-10.	Writing Standards

STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.9- 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- 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- 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. 9-10.	Writing Standards

STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	W.9- 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. 9-10.	Writing Standards

STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.9- 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. 9-10.	Language Standards

STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.9- 10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.9- 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. 9-10.	Language Standards

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

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

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.9-10.3.	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.9-10.3(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. 9-10.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.4.	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.9-10.4(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.9-10.4(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. 9-10.	Language Standards

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.