Main Criteria: Structure and Style for Students Secondary Criteria: Washington DC Academic Standards

> Subject: Language Arts Grade: 9

# Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

# Washington DC Academic Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / STRAND /

DC.CC.9- Reading Standards for Literature

**DISCIPLINE** 

STANDARD I ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.9- Reading Standards for Literature

10.RL.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Reading Standards for Literature

10.RL.

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD /		Writing Standards
STRAND /	10.W.	
STRAND /	10.W.	Research to Build and Present Knowledge
STRAND / DISCIPLINE STANDARD / ESSENTIAL	9- 10.W.8.	Research to Build and Present Knowledge  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.
STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	9- 10.W.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
STRAND / DISCIPLINE  STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND /	9- 10.W.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.

ESSENTIAL SKILL	Range of writing
STUDENT 9- EXPECTATION / 10.W.1 ESSENTIAL SKILL	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.

CONTENT DC.CC.9- Language Standards STANDARD / 10.L.
STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL	Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	9- 10.L.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT 9-10.L.6. Acquire a
EXPECTATION / speaking
ESSENTIAL vocabula
SKILL

9-10.L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### RESPONSE TO LITERATURE Week 23 Page 249-262

# Washington DC Academic Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Reading Standards for Literature

DISCIPLINE

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.

CONTENT STANDARD / STRAND / DC.CC.9- Reading Standards for Literature 10.RL.

DISCIPLINE

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Reading Standards for Literature

10.RL.

ST ANDARD / ESSENTIAL SKILL

Range of Reading and Level of Text Complexity

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION / ESSENTIAL	10.W.8.	assess the usefulness of each source in answering the research question; integrate information into the text

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT STANDARD /

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

STRAND / DISCIPLINE

**Conventions of Standard English** 

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STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards

ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Timed Essay Week 24 Page 263-263

# Washington DC Academic Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / STRAND /

DC.CC.9- Reading Standards for Literature

10.RL.

DISCIPLINE

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.

CONTENT STANDARD / DC.CC.9- Reading Standards for Literature

10.RL.

STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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).

CONTENT STANDARD / DC.CC.9- Reading Standards for Literature

10.RL.

STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL	Range of Reading and Level of Text Complexity

STUDENT

9-

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 EXPECTATION / 10.RL.10. text complexity band proficiently, with scaffolding as needed at the high end of the range.

**ESSENTIAL** SKILL

SKILL

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

DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT 9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION / 10.W.10. single sitting or a day or two) for a range of tasks, purposes, and audiences. **ESSENTIAL** SKILL CONTENT DC.CC.9- Language Standards STANDARD / 10.L. STRAND / DISCIPLINE STANDARD / Conventions of Standard English **ESSENTIAL SKILL** Demonstrate command of the conventions of standard English capitalization, punctuation, and STUDENT **EXPECTATION** 10.L.2. spelling when writing. / ESSENTIAL SKILL **EXPECTATION** 9-Spell correctly. 10.L.2.c. CONTENT DC.CC.9- Language Standards STANDARD / 10.L. STRAND / DISCIPLINE STANDARD / Vocabulary Acquisition and Use **ESSENTIAL SKILL** STUDENT 9-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **EXPECTATION** 10.L.4. grades 9-10 reading and content, choosing flexibly from a range of strategies. / ESSENTIAL SKILL **EXPECTATION** 9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) 10.L.4.a. as a clue to the meaning of a word or phrase. **EXPECTATION** 9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in 10.L.4.d. context or in a dictionary). CONTENT DC.CC.9- Language Standards STANDARD / 10.L. STRAND / DISCIPLINE Vocabulary Acquisition and Use

STANDARD / **ESSENTIAL SKILL** 

STUDENT EXPECTATION / **ESSENTIAL** SKILL

9-10.L.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

Washington DC Academic Standards Language Arts Grade 9 - Adopted: 2010

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Reading Standards for Informational Text

10.RI.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure

STANDARD / ESSENTIAL SKILL		Craft and Structure
	9- 10.Rl.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).

DC.CC.9- Writing Standards 10.W. CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT STANDARD / STRAND / DISCIPLINE

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

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION	9- 10.SL.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

ESSENTIAL SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.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.

**EXPECTATION** 9-Come to discussions prepared, having read and researched material under study; explicitly draw on that 10.SL.1.a. preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

EXPECTATION	9- 10.SL.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.
EXPECTATION	9- 10.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION /	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing speaking, and listening at the college and career readiness level; demonstrate independence in gathering

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

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

Washington DC Academic Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / STRAND / **DISCIPLINE** 

ESSENTIAL SKILL

DC.CC.9- Reading Standards for Informational Text

10.RI.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION /	9- 10 PL/	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

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.Rl.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).

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

DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.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).

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

DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD /

**ESSENTIAL** SKILL

DC.CC.9- Speaking and Listening Standards

10.SL.

Presentation of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / **ESSENTIAL** SKILL

9-10.L.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 3 Page 27-38

## Washington DC Academic Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.9- Reading Standards for Literature

10.RL.

STANDARD / **ESSENTIAL SKILL** 

**Key Ideas and Details** 

STUDENT EXPECTATION / 10.RL.1.

9-

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

**ESSENTIAL** SKILL

drawn from the text.

STUDENT EXPECTATION / 10.RL.2. **FSSFNTIAL** 

9-

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.

STUDENT

**ESSENTIAL** SKILL

SKILL

9-EXPECTATION / 10.RL.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.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.9- Reading Standards for Literature

STANDARD / **ESSENTIAL SKILL** 

Craft and Structure

**STUDENT** EXPECTATION / 10.RL.4. **ESSENTIAL** 

SKILL

SKILL

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).

STUDENT EXPECTATION / 10.RL.5. **ESSENTIAL** 

9-

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.

CONTENT STANDARD / STRAND /

DC.CC.9- Reading Standards for Literature

10.RL.

DISCIPLINE

STANDARD /

Range of Reading and Level of Text Complexity

**ESSENTIAL SKILL** 

STUDENT 9- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 EXPECTATION / 10.RL.10. text complexity band proficiently, with scaffolding as needed at the high end of the range.

SKILL

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Writing Standards 10.W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.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.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of

CONTENT STANDARD / STRAND / DISCIPLINE

EXPECTATION

9-

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

10.W.3.e. the narrative.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

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

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT STANDARD / STRAND /

DC.CC.9- Speaking and Listening Standards

10.SL.

**DISCIPLINE** STANDARD / **ESSENTIAL** 

**SKILL** 

SKILL

Presentation of Knowledge and Ideas

STUDENT EXPECTATION / 10.SL.4. **ESSENTIAL** 

9-

10.L.

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.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.9- Language Standards

STANDARD / Conventions of Standard English **ESSENTIAL SKILL STUDENT** Demonstrate command of the conventions of standard English grammar and usage when writing or **EXPECTATION** 10.L.1. speaking. / ESSENTIAL SKILL

**EXPECTATION** 

9-10.L.1.b.

10.L.

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.

CONTENT STANDARD / STRAND /

DC.CC.9- Language Standards

**DISCIPLINE** 

STANDARD / ESSENTIAL SKILL	Conventions of Standard English
STUDENT EXPECT ATION / ESSENTIAL SKILL	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**EXPECTATION** 

Spell correctly.

10.L.2.c.

9-

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Language Standards

10.L.

ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).

DC.CC.9- Language Standards

10.L.

STANDARD / ESSENTIAL SKILL

Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL 9-10.L.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

# Washington DC Academic Standards Language Arts Grade 9 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Reading Standards for Literature

10.RL.

STANDARD I ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Reading Standards for Literature

10.RL.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.

DC.CC.9- Reading Standards for Literature 10.RL.

STANDARD / Range of Reading and Level of Text Complexity ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.

CONTENT STANDARD / STRAND / DISCIPLINE

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

STANDARD / **Text Types and Purposes** ESSENTIAL SKILL

JILL				
STUDENT 9- EXPECTATION 10.W.3.		Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
EXPECTATION	9- 10.W.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.		
EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.		
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.		
EXPECTATION	9- 10.W.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.		
EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.9- Writing Standards

10.W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing			
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)			
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.5.	evelop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing n addressing what is most significant for a specific purpose and audience.			
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards			
STANDARD I ESSENTIAL SKILL		Range of Writing			
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards			
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas			
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.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.			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards			
STANDARD I ESSENTIAL SKILL		Conventions of Standard English			
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			

**EXPECTATION** 

9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses 10.L.1.b. (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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

STANDARD / ESSENTIAL SKILL	Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**EXPECTATION** 

9-Spell correctly.

10.L.2.c.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.9- Language Standards

10.L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9-	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

CONTENT STANDARD / STRAND / **DISCIPLINE** 

STANDARD /

**ESSENTIAL SKILL** 

DC.CC.9- Language Standards

context or in a dictionary).

10.L.4.d.

STUDENT EXPECTATION / **ESSENTIAL** 

SKILL

Vocabulary Acquisition and Use

9-10.L.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

Washington DC Academic Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Reading Standards for Literature 10.RL.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.

CONTENT STANDARD / S D

DC.CC.9- Reading Standards for Literature

STANDARD / STRAND / DISCIPLINE	10.RL.	

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Reading Standards for Literature 10.RL.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.

CONTENT STANDARD / STRAND / **DISCIPLINE** 

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

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**EXPECTATION** 9-Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) 10.W.3.a. of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DC.CC.9- Writing Standards

10.W.		

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Writing Standards

10.W.

- 1	STANDARD / ESSENTIAL SKILL		Range of Writing
	STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Speaking and Listening Standards 10.SL.

STANDARD /	Presentation of Knowledge and Ideas
ESSENTIAL	
CKILI	

9-Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow STUDENT EXPECTATION / 10.SL.4. the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, **ESSENTIAL** and task. SKILL CONTENT DC.CC.9- Language Standards STANDARD / 10.L. STRAND / **DISCIPLINE** STANDARD / **Conventions of Standard English ESSENTIAL SKILL** STUDENT Demonstrate command of the conventions of standard English grammar and usage when writing or **EXPECTATION** 10.L.1. speaking. / ESSENTIAL **SKILL EXPECTATION** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses 10.L.1.b. (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CONTENT DC.CC.9- Language Standards STANDARD / 10.L STRAND / DISCIPLINE STANDARD / Conventions of Standard English **ESSENTIAL SKILL** STUDENT Demonstrate command of the conventions of standard English capitalization, punctuation, and 9-**EXPECT ATION** 10.L.2. spelling when writing. / ESSENTIAL **SKILL EXPECTATION** Spell correctly. 10.L.2.c. CONTENT DC.CC.9- Language Standards STANDARD / 10.L. STRAND / DISCIPLINE STANDARD / Vocabulary Acquisition and Use **ESSENTIAL SKILL** STUDENT 9-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **EXPECTATION** 10.L.4. grades 9-10 reading and content, choosing flexibly from a range of strategies. / ESSENTIAL SKILL **EXPECTATION** 9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) 10.L.4.a. as a clue to the meaning of a word or phrase.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

CONTENT DC.CC.9- Language Standards

context or in a dictionary).

9-

10.L.

10.L.4.d.

STANDARD / STRAND / DISCIPLINE

**EXPECTATION** 

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.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

# Washington DC Academic Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Reading Standards for Informational Text

10.RI.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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.
STUDENT EXPECTATION / ESSENTIAL	9-10.Rl.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.

CONTENT STANDARD / STRAND / DISCIPLINE

SKILL

DC.CC.9- Reading Standards for Informational Text

10.RI.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.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).

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Writing Standards 10.W.

STANDARD / ESSENTIAL SKILL	Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

DC.CC.9- Writing Standards

10.W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Writing Standards 10.W.

STANDARD / Research to Build and Present Knowledge **ESSENTIAL SKILL** STUDENT 9-10.W.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 EXPECTATION / subject, demonstrating understanding of the subject under investigation. **ESSENTIAL** SKILL STUDENT 9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; EXPECTATION / 10.W.8. assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **ESSENTIAL** 

CONTENT STANDARD / STRAND /

**DISCIPLINE** 

SKILL

DC.CC.9- Writing Standards

10.W.

STANDARD / ESSENTIAL SKILL Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.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.
EXPECTATION	9- 10.SL.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.
EXPECTATION	9- 10.SL.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.
EXPECTATION	9- 10.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	-	

EXPECTATION 9- Spell correctly. 10.L.2.c.

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

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Language Standards 10.L.

STANDARD /	Vocabulary Acquisition and Use
ESSENTIAL	
SKILL	

STUDENT EXPECTATION / ESSENTIAL SKILL 9-10.L.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 7 Page 69-78

Washington DC Academic Standards

Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD /

**ESSENTIAL** 

DC.CC.9- Reading Standards for Informational Text 10.RI.

**Key Ideas and Details** 

SKILL		
STUDENT	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

STUDENT EXPECTATION / ESSENTIAL SKILL

EXPECTATION /

**STUDENT** 

ESSENTIAL SKILL

SKILL

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

9-10.Rl.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.

STUDENT 9-10.Rl.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are EXPECTATION / made, how they are introduced and developed, and the connections that are drawn between them.

ESSENTIAL

ESSENTIAL SKILL DC.CC.9- Reading Standards for Informational Text 10.RI.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION /	9- 10.W.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.

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

ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.SL.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.
EXPECTATION	9-	Come to discussions prepared, having read and researched material under study; explicitly draw on that
	10.SL.1.a.	
EXPECTATION	9- 10.SL.1.c.	preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Propel conversations by posing and responding to questions that relate the current discussion to broader themes or
EXPECTATION EXPECTATION	9-	preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when

ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.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

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Reading Standards for Informational Text 10.RI.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL	9-10.RI.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.

CONTENT STANDARD / STRAND / **DISCIPLINE** 

SKILL

DC.CC.9- Reading Standards for Informational Text

10.RI.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.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).

CONTENT STANDARD / STRAND /

DC.CC.9- Writing Standards

10.W. **DISCIPLINE** 

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Writing Standards

10.W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT STANDARD / DC.CC.9- Writing Standards

10.W.

STRAND / **DISCIPLINE** 

STANDARD / ESSENTIAL SKILL	Research to Build and Present Knowledge

STUDENT EXPECTATION / **ESSENTIAL** SKILL

9-10.W.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.

STUDENT EXPECTATION / 10.W.8. **ESSENTIAL** SKILL

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.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.9- Writing Standards

10.W.

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Language Standards

10.L.

STANDARD / ESSENTIAL SKILL	Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**EXPECTATION** 

9-10.L.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.

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Language Standards

STANDARD / ESSENTIAL SKILL	Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**EXPECTATION** Spell correctly.

10.L.2.c.

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Language Standards

10.L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECT ATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **EXPECTATION** 9-10.L.4.d. context or in a dictionary).

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Language Standards

STANDARD / **ESSENTIAL SKILL** 

**Vocabulary Acquisition and Use** 

STUDENT EXPECTATION / **ESSENTIAL** SKILL

10.L.

9-10.L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98

Washington DC Academic Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Reading Standards for Literature

10.RL.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ESSENTIAL SKILL		. oxt 1 ypec and 1 di pecce
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**EXPECTATION** 

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,

10.W.3.d. events, setting, and/or characters.

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Writing Standards

10.W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

STUDENT 9-EXPECTATION / 10.W.6.

**ESSENTIAL** SKILL

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.

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Writing Standards

10.W.

STANDARD /	Range of Writing
ESSENTIAL	
SKILI	

STUDENT 9-EXPECTATION / 10.W.10. **ESSENTIAL** 

10.L.

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.

CONTENT STANDARD / STRAND / **DISCIPLINE** 

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SKILL

DC.CC.9- Language Standards

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ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**EXPECTATION** 9-

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses 10.L.1.b. (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to

writing or presentations.

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Language Standards

10.L.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112
		Washington DC Academic Standards
		Language Arts Grade 9 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text

STANDARD / Key Ideas and Details ESSENTIAL SKILL	
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STUDENT EXPECTATION / ESSENTIAL SKILL 9-10.RI.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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.

DC.CC.9- Reading Standards for Informational Text 10.RI.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.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).

CONTENT STANDARD / STRAND / DISCIPLINE

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

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.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.

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

CONTENT STANDARD / STRAND /

DC.CC.9- Writing Standards

10.W.

10.W.2.d.

DISCIPLINE

EXPECTATION 9-

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing STUDENT 9-EXPECTATION / 10.W.5. on addressing what is most significant for a specific purpose and audience. **ESSENTIAL** SKILL STUDENT 9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking EXPECTATION / 10.W.6. advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **ESSENTIAL** SKILL DC.CC.9- Writing Standards CONTENT STANDARD / 10.W. STRAND / DISCIPLINE STANDARD / Research to Build and Present Knowledge **ESSENTIAL SKILL STUDENT** 9-10.W.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated EXPECTATION / question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the **ESSENTIAL** subject, demonstrating understanding of the subject under investigation. SKILL 9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; STUDENT EXPECTATION / 10.W.8. assess the usefulness of each source in answering the research question; integrate information into the text **ESSENTIAL** selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. SKILL CONTENT DC.CC.9- Writing Standards STANDARD / 10.W. STRAND / DISCIPLINE STANDARD / Range of Writing **ESSENTIAL SKILL STUDENT** 9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION / 10.W.10. single sitting or a day or two) for a range of tasks, purposes, and audiences. **ESSENTIAL** SKILL CONTENT DC.CC.9- Language Standards STANDARD / 10.L. STRAND / DISCIPLINE STANDARD / Conventions of Standard English

STANDARD / ESSENTIAL SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL

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

EXPECTATION 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses 10.L.1.b. (independent, noun, relative, adverbial) to convey specific meanings and add variety and interest to

writing or presentations.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Language Standards

10.L

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION I ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION I ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION /	9-10.L.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

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

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

# Washington DC Academic Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

SKILL

**ESSENTIAL** SKILL

DC.CC.9- Reading Standards for Informational Text

10.RI.

STANDARD / **Key Ideas and Details ESSENTIAL** 

STUDENT 9-10.RI.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences EXPECTATION / drawn from the text.

STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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.

DC.CC.9- Reading Standards for Informational Text 10.RI.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.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).

CONTENT STANDARD / STRAND / DISCIPLINE

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

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.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.

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

CONTENT STANDARD / STRAND /

DC.CC.9- Writing Standards

10.W.

10.W.2.d.

DISCIPLINE

EXPECTATION 9-

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing STUDENT 9-EXPECTATION / 10.W.5. on addressing what is most significant for a specific purpose and audience. **ESSENTIAL** SKILL STUDENT 9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking EXPECTATION / 10.W.6. advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **ESSENTIAL** SKILL DC.CC.9- Writing Standards CONTENT STANDARD / 10.W. STRAND / DISCIPLINE STANDARD / Research to Build and Present Knowledge **ESSENTIAL SKILL STUDENT** 9-10.W.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated EXPECTATION / question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the **ESSENTIAL** subject, demonstrating understanding of the subject under investigation. SKILL 9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; STUDENT EXPECTATION / 10.W.8. assess the usefulness of each source in answering the research question; integrate information into the text **ESSENTIAL** selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. SKILL CONTENT DC.CC.9- Writing Standards STANDARD / 10.W. STRAND / DISCIPLINE STANDARD / Range of Writing **ESSENTIAL SKILL STUDENT** 9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION / 10.W.10. single sitting or a day or two) for a range of tasks, purposes, and audiences. **ESSENTIAL** SKILL CONTENT DC.CC.9- Language Standards STANDARD / 10.L. STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL

Conventions of Standard English

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

EXPECTATION 9-

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Language Standards

10.L

10.L.1.b.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.4.a.	
EXPECTATION		Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
	9- 10.L.4.d.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
EXPECTATION  CONTENT STANDARD / STRAND /	9- 10.L.4.d. DC.CC.9-	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

EXPECTATION

9-

comprehension.

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

STRAND / STRAND / DISCIPLINE	10.RI.	
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT	9-	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information
/ ESSENTIAL SKILL	10.W.2.	clearly and accurately through the effective selection, organization, and analysis of content.

#### **EXPECTATION** 9-Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or 10.W.2.b. other information and examples appropriate to the audience's knowledge of the topic. EXPECTATION 9-Use precise language and domain-specific vocabulary to manage the complexity of the topic. 10.W.2.d.

Introduce a topic; organize complex ideas, concepts, and information to make important connections and 10.W.2.a. distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

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

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT STANDARD / STRAND / DISCIPLINE

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

ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT STANDARD / STRAND /

DC.CC.9- Writing Standards

10.W.

DISCIPLINE

STANDARD I ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.9- Language Standards

10.L.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).

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

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

# Washington DC Academic Standards Language Arts Grade 9 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Writing Standards 10.W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.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).

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Writing Standards 10.W.

STANDARD / ESSENTIAL SKILL	Production and Distribution of Writing

STUDENT 9-EXPECTATION / 10.W.4. ESSENTIAL SKILL

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.)

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.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.
CONTENT	DC.CC.9-	Language Standards

CONTENT DC.CC.9- Language Standards STANDARD / 10.L.
STRAND / DISCIPLINE

STANDARD / ESSENTIAL

SKILL

**Conventions of Standard English** 

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 14 Page 139-144
		Washington DC Academic Standards
		Language Arts
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10 W 2 h	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

10.W.2.b. other information and examples appropriate to the audience's knowledge of the topic.

EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.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).

DC.CC.9- Writing Standards

10.W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT STANDARD / DC.CC.9- Writing Standards

10.W.

STRAND / **DISCIPLINE** 

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Writing Standards

10.W.

STANDARD / **ESSENTIAL** SKILL

Range of Writing

STUDENT 9-EXPECTATION / 10.W.10. **ESSENTIAL** 

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.

CONTENT STANDARD / STRAND / **DISCIPLINE** 

SKILL

DC.CC.9- Language Standards

10.L.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD /		Vocabulary Acquisition and Use
ESSENTIAL SKILL		

UNIT 7: INVENTIVE WRITING Week 15 Page 145-160

# DC.CC.9- Reading Standards for Literature 10.RL.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Reading Standards for Literature 10.RL.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Reading Standards for Literature 10.RL.

STANDARD / ESSENTIAL	Integration of Knowledge and Ideas

SKILL SKILL		
STUDENT	9-	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a
EXPECTATION /	10.RL.9.	theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
ESSENTIAL		
SKILL		

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Reading Standards for Literature

10.RL.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.

CONTENT DC.C STANDARD / 10.W. STRAND / DISCIPLINE

DC.CC.9- Writing Standards

STRAND /		
DISCIPLINE		

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD / STRAND / DISCIPLINE

ESSENTIAL SKILL DC.CC.9- Writing Standards 10.W.

DISCII LINE		
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT	9-	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking

EXPECTATION / 10.W.6. advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

STANDARD / ESSENTIAL SKILL	Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**EXPECTATION** 

9-

10.W.

Apply grades 9-10 reading standards to literature (e.g., "Analyze how an author draws on and transforms source 10.W.9.a. 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]").

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT STANDARD / STRAND / **DISCIPLINE** 

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

STANDARD / **Conventions of Standard English ESSENTIAL SKILL STUDENT** 9-Demonstrate command of the conventions of standard English capitalization, punctuation, and **EXPECTATION** 10.L.2. spelling when writing. / ESSENTIAL **SKILL** 

**EXPECTATION** 

Spell correctly.

9-10.L.2.c.

10.L.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.9- Language Standards

STANDARD / **Vocabulary Acquisition and Use** 

ESSENTIAL SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9-	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) 10.L.4.a. as a clue to the meaning of a word or phrase.

9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **EXPECTATION** 10.L.4.d. context or in a dictionary).

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

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182

# Washington DC Academic Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Reading Standards for Informational Text

10.RI.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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.

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Reading Standards for Informational Text 10.RI.

**Craft and Structure** STANDARD / **ESSENTIAL SKILL STUDENT** 9-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and EXPECTATION / 10.RI.4. technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the **ESSENTIAL** language of a court opinion differs from that of a newspaper). SKILL

CONTENT STANDARD / STRAND / **DISCIPLINE** 

**SKILL** 

DC.CC.9- Writing Standards

10.W.

STANDARD / **Text Types and Purposes ESSENTIAL** 

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.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).

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

STANDARD I ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Writing Standards 10.W.

STRAND/			
DISCIPLINE			

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

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

DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT	9-	Demonstrate command of the conventions of standard English grammar and usage when writing or

**EXPECTATION** 

**EXPECTATION** 

/ ESSENTIAL **SKILL** 

10.L.1.b.

10.L.1.

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Language Standards

writing or presentations.

speaking.

STANDARD / Conventions of Standard English **ESSENTIAL SKILL** 

**STUDENT EXPECT ATION** / ESSENTIAL SKILL

9-10.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**EXPECTATION** 9-Spell correctly.

10.L.2.c.

9-

CONTENT STANDARD / STRAND / **DISCIPLINE** 

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

STANDARD / Knowledge of Language **ESSENTIAL SKILL** STUDENT Apply knowledge of language to understand how language functions in different contexts, to make **EXPECTATION** 10.L.3. effective choices for meaning or style, and to comprehend more fully when reading or listening. / ESSENTIAL SKILL

**EXPECTATION** 

Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual 10.L.3.a. for Writers) appropriate for the discipline and writing type.

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

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).

CONTENT STANDARD / STRAND / **DISCIPLINE** 

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

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### UNIT 8: FORMAL ESSAY MODELS Week 17 Page 183-194

# Washington DC Academic Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / STRAND / **DISCIPLINE** 

EXPECTATION /

**ESSENTIAL** SKILL

SKILL

DC.CC.9- Reading Standards for Informational Text 10.RI.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.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.
STUDENT	9-10.RI.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.

CONTENT STANDARD / STRAND /

DC.CC.9- Reading Standards for Informational Text 10.RI.

STRAND / DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9-	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the

<b>EXPECTATION</b>	

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the 10.W.1.d. discipline in which they are writing.

EXPECTATION 9-

Provide a concluding statement or section that follows from and supports the argument presented.

10.W.1.e.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.9- Writing Standards

10.W.

STANDARD / **ESSENTIAL** SKILL

**Text Types and Purposes** 

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards	
STANDARD / ESSENTIAL SKILL		Conventions of Standard English	
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
EXPECTATION	9- 10.L.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.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards	
STANDARD / ESSENTIAL SKILL		Conventions of Standard English	
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
EXPECTATION	9- 10.L.2.c.	Spell correctly.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards	
STANDARD / ESSENTIAL SKILL		Knowledge of Language	
STUDENT EXPECTATION I ESSENTIAL SKILL	9- 10.L.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.	
EXPECTATION	9- 10.L.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.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards	
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use	

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.	
EXPECTATION	9- 10.L.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.	
EXPECTATION	9- 10.L.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).	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards	
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use	

# UNIT 8: FORMAL ESSAY MODELS Week 18 Page 195-206

# Washington DC Academic Standards Language Arts Grade 9 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Reading Standards for Informational Text 10.RI.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.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.

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Reading Standards for Informational Text

10.RI.

STANDARD / ESSENTIAL	Craft and Structure
SKILL	

STUDENT	9-
EXPECTATION /	10.RI.4
ESSENTIAL	
SKILI	

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).

#### CONTENT STANDARD / STRAND / DISCIPLINE

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

STANDARD / ESSENTIAL SKILL		Text Types and Purposes	
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
EXPECTATION	9- 10.W.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.	
EXPECTATION	9- 10.W.1.b.	evelop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and nitations of both in a manner that anticipates the audience's knowledge level and concerns.	
EXPECTATION	9- 10.W.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.	
EXPECTATION	9- 10.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.	

#### CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.9- Writing Standards

10.W.

2.00			
STANDARD / ESSENTIAL SKILL		Text Types and Purposes	
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.	
EXPECTATION	9- 10.W.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.	
EXPECTATION	9- 10.W.2.b.	evelop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or ner information and examples appropriate to the audience's knowledge of the topic.	
EXPECTATION	9- 10.W.2.d.	Jse precise language and domain-specific vocabulary to manage the complexity of the topic.	
EXPECTATION	9- 10.W.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.	
EXPECTATION	9- 10.W.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).	

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

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.9- Writing Standards

10.W.

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT STANDARD / STRAND /

DC.CC.9- Writing Standards

10.W.

**DISCIPLINE** 

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.9- Language Standards

10.L.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English	
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
EXPECTATION	9- 10.L.2.b.	Use a colon to introduce a list or quotation.	
EXPECTATION	9- 10.L.2.c.	Spell correctly.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards	
STANDARD / ESSENTIAL SKILL		Knowledge of Language	
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.	
EXPECTATION	9- 10.L.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.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards	
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use	
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.	
EXPECTATION	9- 10.L.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.	
EXPECTATION	9- 10.L.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).	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards	
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use	
STUDENT EXPECTATION /	9-10.L.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.

ESSENTIAL SKILL

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

# Washington DC Academic Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDAR STRAND / **DISCIPLINE**  DC.CC.9- Reading Standards for Informational Text

D /	10.RI.	

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.Rl.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.

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Reading Standards for Informational Text

10.RI.

ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RI.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).

CONTENT STANDARD / STRAND / **DISCIPLINE** 

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

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.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.

EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.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).

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

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.9- Writing Standards

10.W.

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

CONTENT STANDARD / DC.CC.9- Writing Standards

10.W.

STRAND / DISCIPLINE

ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.

STUDENT

EXPECTATION

/ ESSENTIAL SKILL 10.L.4.

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

STRAND / DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.b.	Use a colon to introduce a list or quotation.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION I ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on

grades 9-10 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).

DC.CC.9- Language Standards

10.L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236

### Washington DC Academic Standards Language Arts Grade 9 - Adopted: 2010

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Reading Standards for Literature

10.RL.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.

CONTENT STANDARD / STRAND /

DC.CC.9- Reading Standards for Literature

10.RL.

**DISCIPLINE** 

SKILL

STANDARD /	Craft and Structure
ESSENTIAL	
SKILL	

STUDENT 9-EXPECTATION / 10.RL.4. **ESSENTIAL** 

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).

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
EXPECTATION	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.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.
EXPECTATION	9- 10 W 3 e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of

10.W.3.e. the narrative.

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

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD /		Writing Standards
STRAND / DISCIPLINE	10.W.	
	10.w.	Research to Build and Present Knowledge
STANDARD / ESSENTIAL	9- 10.W.8.	Research to Build and Present Knowledge  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.
STANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL SKILL  CONTENT STANDARD / STRAND /	9- 10.W.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
ST ANDARD / ESSENTIAL SKILL  STUDENT EXPECTATION / ESSENTIAL	9- 10.W.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.

SSENTIAL KILL	Range of Writing
TUDENT 9- XPECTATION / 10.W.10. SSENTIAL KILL	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.

CONTENT DC.CC.9- Language Standards STANDARD / 10.L.
STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL	Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	9- 10.L.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / **ESSENTIAL** SKILL

9-10.L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Washington DC Academic Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Reading Standards for Literature

10.RL.

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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).
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.RL.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.

CONTENT STANDARD / STRAND / **DISCIPLINE** 

DC.CC.9- Reading Standards for Literature

10.RL.

STANDARD /

**ESSENTIAL SKILL** 

Range of Reading and Level of Text Complexity

STUDENT By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 EXPECTATION / 10.RL.10. text complexity band proficiently, with scaffolding as needed at the high end of the range. **ESSENTIAL** SKILL DC.CC.9- Writing Standards CONTENT STANDARD / 10.W. STRAND / DISCIPLINE STANDARD / **Text Types and Purposes ESSENTIAL SKILL** STUDENT Write informative/explanatory texts to examine and convey complex ideas, concepts, and information **EXPECT ATION** 10.W.2. clearly and accurately through the effective selection, organization, and analysis of content. / ESSENTIAL SKILL **EXPECTATION** 9-Use precise language and domain-specific vocabulary to manage the complexity of the topic. 10.W.2.d. CONTENT DC.CC.9- Writing Standards STANDARD / 10.W. STRAND / DISCIPLINE STANDARD / **Text Types and Purposes ESSENTIAL SKILL** STUDENT 9-Write narratives to develop real or imagined experiences or events using effective technique, well-**EXPECTATION** 10.W.3. chosen details, and well-structured event sequences. / ESSENTIAL SKILL **EXPECTATION** 9-Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) 10.W.3.a. of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **EXPECTATION** 9-Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop 10.W.3.b. experiences, events, and/or characters. **EXPECTATION** 9-Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 10.W.3.c. **EXPECTATION** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, 9-10.W.3.d. events, setting, and/or characters. **EXPECTATION** 9-Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of 10.W.3.e. the narrative. CONTENT DC.CC.9- Writing Standards STANDARD / STRAND / DISCIPLINE STANDARD / **Production and Distribution of Writing ESSENTIAL** SKILL

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.)

STUDENT

ESSENTIAL SKILL

EXPECTATION / 10.W.4.

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.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.
CONTENT	DC.CC.9-	Language Standards

CONTENT DC.CC.9- Language Standards STANDARD / 10.L.
STRAND / DISCIPLINE

STANDARD / ESSENTIAL

SKILL

**Conventions of Standard English** 

STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2.c.	Spell correctly.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9- 10.L.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.
EXPECTATION	9- 10.L.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.
EXPECTATION	9- 10.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.9- 10.L.	Language Standards
STANDARD / ESSENTIAL		Vocabulary Acquisition and Use
SKILL		

SKILL