

**Main Criteria:** Structure and Style for Students  
**Secondary Criteria:** Illinois Learning Standards  
**Subject:** Language Arts  
**Grade:** 9

## Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

### Illinois Learning Standards

#### Language Arts

Grade 9 - Adopted: 2010 (CCSS) / Implemented 2013

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
--------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 10    Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
--------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 2    Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 3    Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
--------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 5    Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 6    Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
--------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 9    Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Range of Writing
--------------------------------	--	------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
---------------------------------	----------	--

**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	----------	---

**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
---------------------------------	----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
---------------------------------	----------	---

**STATE GOAL / DISCIPLINARY CONCEPT** **Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

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

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1	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.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.9-10.2</b>	<b>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.</b>
--	-----------------	--

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

STANDARD	W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
----------	------------	---

STANDARD	W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
----------	------------	--

STANDARD	W.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
----------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.9-10.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

STANDARD	W.9-10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
STANDARD	W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD	W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
STANDARD	W.9-10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE    W.9-10.10    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
--	-----------------	---

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

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
--	-----------------	---

STANDARD                      L.9-10.2.c    Spell correctly.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.3</b>	<b>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.</b>
--	-----------------	--

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

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.4</b>	<b>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.</b>
--	-----------------	---

STANDARD                      L.9-10.4.a                      Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

STANDARD	L.9-10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
----------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
---------------------------------	----------	---

**Illinois Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
---------------------------------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
---------------------------------	-----------	---



**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

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

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1	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.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	W.9-10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD	W.9-10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
STANDARD	W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD	W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
STANDARD	W.9-10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD	W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
---------------------------------	----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		<b>Research to Build and Present Knowledge</b>
--------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
---------------------------------	----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		<b>Range of Writing</b>
--------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		<b>Conventions of Standard English</b>
--------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.1	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
---------------------------------	----------	---

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

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		<b>Conventions of Standard English</b>
--------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.2	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
---------------------------------	----------	---

STANDARD L.9-10.2.c Spell correctly.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

STANDARD L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

STANDARD L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Timed Essay Week 24 Page 263-263

**Illinois Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
---------------------------------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE CCRA.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.

**STATE GOAL / DISCIPLINARY CONCEPT** College and Career Readiness Anchor Standards for Language

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL / DISCIPLINARY CONCEPT** College and Career Readiness Anchor Standards for Language

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE CCRA.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.

**STATE GOAL / DISCIPLINARY CONCEPT** College and Career Readiness Anchor Standards for Language

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

**STATE GOAL / DISCIPLINARY CONCEPT** Reading Standards for Literature

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

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

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1	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.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

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

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**



<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
---------------------------------	----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

STANDARD	L.9-10.2.c	Spell correctly.
----------	------------	------------------

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.4</b>	<b>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.</b>

STANDARD	L.9-10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
----------	------------	--

STANDARD	L.9-10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
----------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Illinois Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 10 Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL / DISCIPLINARY CONCEPT** College and Career Readiness Anchor Standards for Writing

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL / DISCIPLINARY CONCEPT** College and Career Readiness Anchor Standards for Writing

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STATE GOAL / DISCIPLINARY CONCEPT** College and Career Readiness Anchor Standards for Writing

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**STATE GOAL / DISCIPLINARY CONCEPT** College and Career Readiness Anchor Standards for Writing

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE CCRA.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.

**STATE GOAL / DISCIPLINARY CONCEPT** College and Career Readiness Anchor Standards for Speaking and Listening

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.1    Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.4    Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.6    Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 1    Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.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.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 4    Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 6    Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.2	<b>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.</b>
STANDARD	W.9-10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
--------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
---------------------------------	----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
---------------------------------	----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	--

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>SL.9-10.1</b>	<b>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.</b>
--	------------------	---

STANDARD	SL.9-10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
----------	-------------	---

STANDARD	SL.9-10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
----------	-------------	--

STANDARD	SL.9-10.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
----------	-------------	--

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
---------------------------------	-----------	---

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.4	<b>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.</b>
---------------------------------	----------	---

STANDARD	L.9-10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
----------	------------	--

STANDARD	L.9-10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
----------	------------	---

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
---------------------------------	----------	---

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

**Illinois Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
---------------------------------	----------	---

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
---------------------------------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
---------------------------------	------------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
---------------------------------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

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

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.9-10.2</b>	<b>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.</b>
--	-----------------	--

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

STANDARD	W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
----------	------------	---

STANDARD	W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
----------	------------	--

STANDARD	W.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
----------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
---------------------------------	----------	--

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.9-10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
--------------------------------	--	---------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
--	-----------------	---

STANDARD L.9-10.2.c Spell correctly.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.4</b>	<b>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.</b>

STANDARD L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

STANDARD L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.6</b>	<b>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.</b>

**UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38**

**Illinois Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
---------------------------------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
---------------------------------	------------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
---------------------------------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

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

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
---------------------------------	-----------	--



DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1	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.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.9-10.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
--	-----------------	--

STANDARD	W.9-10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
----------	------------	--

STANDARD	W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
----------	------------	--

STANDARD	W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
----------	------------	--

STANDARD	W.9-10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
----------	------------	--

STANDARD	W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
----------	------------	---

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
DESCRIPTOR / CONTENT DISCIPLINE	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
DESCRIPTOR / CONTENT DISCIPLINE	SL.9- 10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.1	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	L.9-10.2	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

STANDARD L.9-10.2.c Spell correctly.

**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	L.9-10.4	<b>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.</b>

STANDARD L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

STANDARD L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	L.9-10.6	<b>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.</b>

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

**Illinois Learning Standards  
Language Arts**

Grade 9 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	CCRA.R. 2	<b>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 4    Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 5    Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 6    Assess how point of view or purpose shapes the content and style of a text.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 7    Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 10    Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 3    Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
---------------------------------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
---------------------------------	------------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
---------------------------------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

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

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1	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.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.9-10.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
--	-----------------	--

STANDARD	W.9-10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
----------	------------	--

STANDARD	W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
----------	------------	--

STANDARD	W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
----------	------------	--

STANDARD	W.9-10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
----------	------------	--

STANDARD	W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
----------	------------	---

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**



<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	L.9-10.2	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

STANDARD L.9-10.2.c Spell correctly.

**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	L.9-10.4	<b>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.</b>

STANDARD L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

STANDARD L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	L.9-10.6	<b>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.</b>

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

**Illinois Learning Standards  
Language Arts**

Grade 9 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	CCRA.R.2	<b>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 4    Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 5    Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 6    Assess how point of view or purpose shapes the content and style of a text.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 7    Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 10    Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 3    Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
---------------------------------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
---------------------------------	------------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
---------------------------------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

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

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1	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.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.9-10.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
--	-----------------	--

STANDARD	W.9-10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
----------	------------	--

STANDARD	W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
----------	------------	--

STANDARD	W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
----------	------------	--

STANDARD	W.9-10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
----------	------------	--

STANDARD	W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
----------	------------	---

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	L.9-10.2	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

STANDARD L.9-10.2.c Spell correctly.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	L.9-10.4	<b>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.</b>

STANDARD L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

STANDARD L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	L.9-10.6	<b>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.</b>

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

**Illinois Learning Standards  
Language Arts**

Grade 9 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	CCRA.R. 2	<b>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 4    Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 5    Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 7    Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 10    Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 2    Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 5    Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
---------------------------------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		<b>Vocabulary Acquisition and Use</b>
--------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		<b>Key Ideas and Details</b>
--------------------------------	--	------------------------------

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

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		<b>Craft and Structure</b>
--------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		<b>Text Types and Purposes</b>
--------------------------------	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
---------------------------------	----------	---

STANDARD	W.9-10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SL.9-10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD	SL.9-10.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.9-10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.9-10.2.c	Spell correctly.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

STANDARD	L.9-10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
---------------------------------	----------	---

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78

**Illinois Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
---------------------------------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		<b>Range of Writing</b>
--------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		<b>Comprehension and Collaboration</b>
--------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
---------------------------------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		<b>Conventions of Standard English</b>
--------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		<b>Knowledge of Language</b>
--------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		<b>Vocabulary Acquisition and Use</b>
--------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
---------------------------------	----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

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

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.9-10.2</b>	<b>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.</b>
--	-----------------	--

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

STANDARD	W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
----------	------------	---

STANDARD	W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
----------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**



LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>Writing Standards</b>	
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>Writing Standards</b>	
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>Speaking and Listening Standards</b>	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SL.9-10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
STANDARD	SL.9-10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

STANDARD	SL.9-10.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
----------	-------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD	L.9-10.2.c	Spell correctly.
----------	------------	------------------

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

STANDARD	L.9-10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
----------	------------	--

STANDARD	L.9-10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
----------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Illinois Learning Standards**  
**Language Arts**  
 Grade 9 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Key Ideas and Details</b>
---------------------------------------	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
---------------------------------	-----------	---

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Craft and Structure</b>
---------------------------------------	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
---------------------------------	-----------	---

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Integration of Knowledge and Ideas</b>
---------------------------------------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
---------------------------------	-----------	--

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
---------------------------------	------------	--

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Text Types and Purposes</b>
---------------------------------------	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
---------------------------------	-----------	--

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
---	--	------------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.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.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---	--	---------------------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.L.  
4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.L.  
6

Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---	--	------------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.9-10.1

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

DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---	--	----------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---	--	--------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.9-10.2</b>	<b>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.</b>
STANDARD	W.9-10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>Writing Standards</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Production and Distribution of Writing</b>	
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>Writing Standards</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Research to Build and Present Knowledge</b>	
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>Writing Standards</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Range of Writing</b>	

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD	L.9-10.2.c	Spell correctly.
----------	------------	------------------

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

STANDARD	L.9-10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
----------	------------	--

STANDARD	L.9-10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
----------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Illinois Learning Standards**  
**Language Arts**  
 Grade 9 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
 DISCIPLINARY  
 CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Key Ideas and Details</b>
---------------------------------------	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
---------------------------------	-----------	---

**STATE GOAL /  
 DISCIPLINARY  
 CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Craft and Structure</b>
---------------------------------------	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
---------------------------------	-----------	---

**STATE GOAL /  
 DISCIPLINARY  
 CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Integration of Knowledge and Ideas</b>
---------------------------------------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
---------------------------------	-----------	--

**STATE GOAL /  
 DISCIPLINARY  
 CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
---------------------------------	------------	--

**STATE GOAL /  
 DISCIPLINARY  
 CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Text Types and Purposes</b>
---------------------------------------	--------------------------------



DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	-----------	---

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / CONTENT DISCIPLINE	RL.9- 10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RL.9- 10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
DESCRIPTOR / CONTENT DISCIPLINE	RL.9- 10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
DESCRIPTOR / CONTENT DISCIPLINE	RL.9- 10.1	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.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---	--	--------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.9-10.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
--	-----------------	--

STANDARD	W.9-10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
----------	------------	--

STANDARD	W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
----------	------------	--

STANDARD	W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
----------	------------	--

STANDARD	W.9-10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
----------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
---------------------------------	----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
---------------------------------	----------	--

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

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	L.9-10.2	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

STANDARD	L.9-10.2.c	Spell correctly.
----------	------------	------------------

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	L.9-10.4	<b>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.</b>

STANDARD	L.9-10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
----------	------------	--

STANDARD	L.9-10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
----------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Illinois Learning Standards  
Language Arts  
Grade 9 - Adopted: 2010 (CCSS) / Implemented 2013**

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
--	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
---------------------------------------	--------------	---

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
---------------------------------------	--------------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
---------------------------------------	--------------	--

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
---	--	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
---------------------------------------	--------------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
---------------------------------------	--------------	---

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
---	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
---------------------------------------	---------------	--

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
---------------------------------------	--------------	--

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
---------------------------------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
---------------------------------------	--------------	--

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
---	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------------	--------------	---

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
---------------------------------------	--------------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
---------------------------------------	--------------	---

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---	--	------------------------------

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

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
---------------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
---------------------------------------	-----------	--

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.9-10.2</b>	<b>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.</b>

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

STANDARD	W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
----------	------------	---

STANDARD	W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
----------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
---------------------------------	----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
---------------------------------	----------	---



**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---	--	-------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---	--	--

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
--	-----------------	---

STANDARD

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

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---	--	--

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
--	-----------------	---

STANDARD

L.9-10.2.c Spell correctly.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---	--	---------------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.4</b>	<b>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.</b>
--	-----------------	---

STANDARD

L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

STANDARD

L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
---------------------------------------	----------	---

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

**Illinois Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
---------------------------------------	--------------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
---------------------------------------	--------------	---

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
---------------------------------------	--------------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
---------------------------------------	--------------	--

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
---	--	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
---------------------------------------	--------------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
---------------------------------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		<b>Range of Writing</b>
--------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		<b>Comprehension and Collaboration</b>
--------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
---------------------------------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		<b>Conventions of Standard English</b>
--------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		<b>Knowledge of Language</b>
--------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		<b>Vocabulary Acquisition and Use</b>
--------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.2	<b>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.</b>
STANDARD	W.9-10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.1	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

STANDARD L.9-10.2.c Spell correctly.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.3</b>	<b>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.</b>

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

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.4</b>	<b>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.</b>

STANDARD L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

STANDARD L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.6</b>	<b>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.</b>

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.



**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---	--	--------------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE

2 CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---	--	---

DESCRIPTOR /  
CONTENT  
DISCIPLINE

4 CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

5 CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

6 CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---	--	--

DESCRIPTOR /  
CONTENT  
DISCIPLINE

7 CCRA.W. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

8 CCRA.W. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

9 CCRA.W. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		
<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>		
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S.L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		
<b>College and Career Readiness Anchor Standards for Language</b>		
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		
<b>College and Career Readiness Anchor Standards for Language</b>		
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		
<b>College and Career Readiness Anchor Standards for Language</b>		
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		
<b>Reading Standards for Informational Text</b>		
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.9-10.2</b>	<b>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.</b>

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

STANDARD	W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
----------	------------	---

STANDARD	W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
----------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
---------------------------------	----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
---------------------------------	----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
--	-----------------	---

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

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
--	-----------------	---

STANDARD	L.9-10.2.c	Spell correctly.
----------	------------	------------------

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.3</b>	<b>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.</b>

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

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.4</b>	<b>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.</b>

STANDARD L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

STANDARD L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.6</b>	<b>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.</b>

UNIT 7: INVENTIVE WRITING Week 13 Page 133-138

**Illinois Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 5    Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 6    Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 8    Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.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.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 2    Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE    W.9-10.2    Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD	W.9-10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

STANDARD L.9-10.2.c Spell correctly.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.3</b>	<b>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.</b>

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

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------



DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.9-10.2</b>	<b>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.</b>

STANDARD	W.9-10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
---------------------------------	----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE    W.9-10.10    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
--	-----------------	---

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

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
--	-----------------	---

STANDARD                      L.9-10.2.c    Spell correctly.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.3</b>	<b>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.</b>
--	-----------------	--

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

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE    L.9-10.6    Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Illinois Learning Standards  
Language Arts  
Grade 9 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---	--	--------------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---	--	---

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---	--	--

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---	--	-------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.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.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		<b>Knowledge of Language</b>
--------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		<b>Vocabulary Acquisition and Use</b>
--------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		<b>Key Ideas and Details</b>
--------------------------------	--	------------------------------

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

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		<b>Reading Standards for Literature</b>
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		<b>Reading Standards for Literature</b>
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1	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.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		<b>Writing Standards</b>
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.9-10.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
STANDARD	W.9-10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
STANDARD	W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD	W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
STANDARD	W.9-10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

STANDARD	W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
----------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
---------------------------------	----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.9-10.9</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
--	-----------------	--

STANDARD	W.9-10.9.a	Apply grades 9-10 reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
----------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
--	-----------------	---

STANDARD	L.9-10.2.c	Spell correctly.
----------	------------	------------------



**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.4</b>	<b>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.</b>
STANDARD	L.9-10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.6</b>	<b>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.</b>

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

**Illinois Learning Standards  
Language Arts**

Grade 9 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>CCRA.R.2</b>	<b>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>CCRA.R.3</b>	<b>Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</b>

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>CCRA.R.4</b>	<b>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
---------------------------------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.2	<b>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.</b>
STANDARD	W.9-10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARD	W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

STANDARD	W.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
----------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
---------------------------------	----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
---------------------------------	----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
---------------------------------	----------	--

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

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD	L.9-10.2.c	Spell correctly.
----------	------------	------------------

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

STANDARD	L.9-10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
----------	------------	--

STANDARD	L.9-10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
----------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Language Arts**  
Grade 9 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
---------------------------------	-----------	---

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
---------------------------------	-----------	---

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
---------------------------------	-----------	---

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------



DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
---------------------------------	----------	--

**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	----------	---

**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
---------------------------------	----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
---------------------------------	----------	---

**STATE GOAL / DISCIPLINARY CONCEPT** **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

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

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		<b>Craft and Structure</b>
--------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		<b>Integration of Knowledge and Ideas</b>
--------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

LEARNING STANDARD / DISCIPLINE		<b>Text Types and Purposes</b>
--------------------------------	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.1	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
---------------------------------	----------	---

STANDARD	W.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
----------	------------	---

STANDARD	W.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
----------	------------	---

STANDARD	W.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
----------	------------	--

STANDARD	W.9-10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
----------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

LEARNING STANDARD / DISCIPLINE		<b>Text Types and Purposes</b>
--------------------------------	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.2	<b>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.</b>
---------------------------------	----------	--

STANDARD	W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
----------	------------	--

STANDARD	W.9-10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
----------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
---------------------------------	----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
---------------------------------	----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
--	-----------------	---

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

**STATE GOAL / DISCIPLINARY CONCEPT** Language Standards

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
--	-----------------	---

STANDARD L.9-10.2.c Spell correctly.

**STATE GOAL / DISCIPLINARY CONCEPT** Language Standards

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.3</b>	<b>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.</b>
--	-----------------	--

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

**STATE GOAL / DISCIPLINARY CONCEPT** Language Standards

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.4</b>	<b>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.</b>
--	-----------------	---

STANDARD L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

STANDARD L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STATE GOAL / DISCIPLINARY CONCEPT** Language Standards

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Illinois Learning Standards

## Language Arts

Grade 9 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
---	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
---------------------------------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
---------------------------------	-----------	---

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Range of Writing</b>
---------------------------------------	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.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.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Conventions of Standard English</b>
---------------------------------------	--

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L.2    Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Knowledge of Language</b>
---------------------------------------	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.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.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Vocabulary Acquisition and Use</b>
---------------------------------------	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L.4    Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L.6    Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Key Ideas and Details</b>
---------------------------------------	------------------------------

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

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		<b>Craft and Structure</b>
--------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		<b>Text Types and Purposes</b>
--------------------------------	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.1	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
---------------------------------	----------	---

STANDARD	W.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
----------	------------	---

STANDARD	W.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
----------	------------	---

STANDARD	W.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
----------	------------	--

STANDARD	W.9-10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
----------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		<b>Text Types and Purposes</b>
--------------------------------	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.2	<b>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.</b>
---------------------------------	----------	--

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



STANDARD	W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD	W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD	W.9-10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
STANDARD	W.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
STANDARD	L.9-10.2.b	Use a colon to introduce a list or quotation.
STANDARD	L.9-10.2.c	Spell correctly.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.3</b>	<b>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.</b>
STANDARD	L.9-10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.4</b>	<b>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.</b>
STANDARD	L.9-10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
STANDARD	L.9-10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.6</b>	<b>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.</b>

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---	--	--------------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---	--	---

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---	--	--

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

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

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
---------------------------------	-----------	--

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.9-10.2</b>	<b>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.</b>
--	-----------------	--

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

STANDARD	W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
----------	------------	---

STANDARD	W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
----------	------------	--

STANDARD	W.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
----------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
---------------------------------	----------	--

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE	Research to Build and Present Knowledge	
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE	Range of Writing	
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE	Conventions of Standard English	
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.9-10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE	Conventions of Standard English	
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.9-10.2.b	Use a colon to introduce a list or quotation.
STANDARD	L.9-10.2.c	Spell correctly.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	L.9-10.3	<b>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.</b>

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

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	L.9-10.4	<b>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.</b>

STANDARD L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

STANDARD L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236

**Illinois Learning Standards  
Language Arts**

Grade 9 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.



**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---	--	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
---------------------------------------	--------------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
---------------------------------------	--------------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
---------------------------------------	--------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
---------------------------------------	--------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------------	---------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
---------------------------------------	--------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
---------------------------------------	--------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
--------------------------------	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
--------------------------------	--	-----------------------

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

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
--------------------------------	--	---------------------

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
--------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1	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.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		<b>Text Types and Purposes</b>
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.2	<b>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.</b>

STANDARD	W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
----------	------------	--

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		<b>Text Types and Purposes</b>
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

STANDARD	W.9-10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
----------	------------	--

STANDARD	W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
----------	------------	--

STANDARD	W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
----------	------------	--

STANDARD	W.9-10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
----------	------------	--

STANDARD	W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
----------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		<b>Production and Distribution of Writing</b>
--------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>Writing Standards</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Research to Build and Present Knowledge</b>	
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>Writing Standards</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Range of Writing</b>	
DESCRIPTOR / CONTENT DISCIPLINE	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>Language Standards</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Conventions of Standard English</b>	
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
STANDARD	L.9-10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>Language Standards</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Conventions of Standard English</b>	
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
STANDARD	L.9-10.2.c	Spell correctly.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>Language Standards</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Knowledge of Language</b>	

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.3</b>	<b>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.</b>
--	-----------------	--

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

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.4</b>	<b>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.</b>

STANDARD	L.9-10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
----------	------------	--

STANDARD	L.9-10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
----------	------------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.6</b>	<b>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.</b>

UNIT 9: FORMAL CRITIQUE Week 21 Page 237-240

**Illinois Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
---------------------------------	----------	--

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
---------------------------------	----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 4    Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 5    Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 6    Assess how point of view or purpose shapes the content and style of a text.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 7    Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 10    Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 3    Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Research to Build and Present Knowledge</b>	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Range of Writing</b>	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Conventions of Standard English</b>	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Knowledge of Language</b>	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.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.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Vocabulary Acquisition and Use</b>	



DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
---------------------------------	-----------	---

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

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

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
---------------------------------	-----------	--

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE	RL.9-10.1	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.
---------------------------------	-----------	---

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	W.9-10.2	<b>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.</b>

STANDARD      W.9-10.2.d      Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	W.9-10.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

STANDARD      W.9-10.3.a      Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

STANDARD      W.9-10.3.b      Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD      W.9-10.3.c      Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

STANDARD      W.9-10.3.d      Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

STANDARD      W.9-10.3.e      Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	---

DESCRIPTOR / CONTENT DISCIPLINE      W.9-10.4      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE      W.9-10.5      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DESCRIPTOR / CONTENT DISCIPLINE      W.9-10.6      Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
---------------------------------------	--	--

DESCRIPTOR / CONTENT DISCIPLINE    W.9-10.8    Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE    W.9-10.10    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
--	-----------------	---

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

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	--

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
--	-----------------	---

STANDARD                      L.9-10.2.c    Spell correctly.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
---------------------------------------	--	------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.3</b>	<b>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.</b>
--	-----------------	--

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

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.9-10.4</b>	<b>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.</b>

STANDARD	L.9-10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
----------	------------	--

STANDARD	L.9-10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
----------	------------	---

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
---------------------------------------	----------	---