Main Criteria: Structure and Style for Students
Secondary Criteria: Louisiana Academic Standards

Subject: Language Arts
Grade: 9

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

Louisiana Academic Standards Language Arts

Grade 9 - Adopted: 2019

		Grade 9 - Adopted: 2019
STRAND		Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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).
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and

distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

comprehension.

INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	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).
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
INDICATOR	b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.
INDICATOR	C.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	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.

STRAND

Language Standards

TITLE		Conventions of Standard English
PERFORMANC	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or
E EXPECTATION		speaking.
INDICATOR	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	c.	Spell correctly.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence as a clue to the meaning of a word or phrase.
INDICATOR	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).
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writi speaking, and listening at the college and career readiness level; demonstrate independence in gathering
LAFECTATION		vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANC E	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedur experiments, or technical processes.

INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	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).
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Louisiana Academic Standards Language Arts Grade 9 - Adopted: 2019

STRAND	Reading Standards for Literature
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TITLE	Key Ideas and Details
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PERFORMANC 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): PERFORMANC 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. STRAND Reading Standards for Literature TITLE Range of Reading and Level of Text Complexity PERFORMANC 10. By the end of grade 9, read and comprehend filterature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scalfolding as needed at the high end of the range. By the end of grade 10, read and comprehend filterature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. STRAND Writing Standards TITLE Text Types and Purposes PERFORMANC 2. Write informative(explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. INDICATOR a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and disinctions; include formating (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. INDICATOR d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. INDICATOR 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).			
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PERFORMANC E EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
INDICATOR	b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.
INDICATOR	C.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	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.

STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	C.	Spell correctly.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	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).
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Integration of Knowledge and Ideas

PERFORMANC E EXPECTATION	7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	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).
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	9.	Draw evidence from informational texts to support analysis, reflection, and research.

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PERFORMANC 3.

EXPECTATION

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		Timed Essay Week 24 Page 263-263
		Louisiana Academic Standards Language Arts Grade 9 - Adopted: 2019
STRAND		Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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).
STRAND		Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STRAND		Reading Standards for Informational Text
TITLE		Key Idea and Details
PERFORMANC E EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	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.

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.

STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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).
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	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.
STRAND		Language Standards
STRAND		Language Standards Conventions of Standard English
	2.	
TITLE PERFORMANC	2. c.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
TITLE PERFORMANC E EXPECTATION		Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANC E EXPECTATION		Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
PERFORMANC E EXPECTATION INDICATOR STRAND		Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. Language Standards
PERFORMANC EEXPECTATION INDICATOR STRAND TITLE PERFORMANC E	c.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
PERFORMANC E EXPECT ATION INDICATOR STRAND TITLE PERFORMANC E EXPECT ATION	c. 4.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
PERFORMANC E EXPECT ATION INDICATOR STRAND TITLE PERFORMANC E EXPECT ATION INDICATOR	c. 4.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
PERFORMANC E EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
PERFORMANC E EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND		Reading Standards for Literacy in History/Social Studies
STRAND		Reading Standards for Literacy in History/Social Studies Range of Reading and Level of Text Complexity
	10.	
TITLE PERFORMANC E	10.	Range of Reading and Level of Text Complexity By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band
PERFORMANC E EXPECTATION	10.	Range of Reading and Level of Text Complexity By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
PERFORMANC E EXPECTATION	10.	Range of Reading and Level of Text Complexity By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. Reading Standards for Literacy in Science and Technical Subjects
PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E	10.	Range of Reading and Level of Text Complexity By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. Reading Standards for Literacy in Science and Technical Subjects Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of
PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E EXPECTATION	10.	Range of Reading and Level of Text Complexity By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. Reading Standards for Literacy in Science and Technical Subjects Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E EXPECTATION	10. 1. 5.	Range of Reading and Level of Text Complexity By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. Reading Standards for Literacy in Science and Technical Subjects Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

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Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Louisiana Academic Standards Language Arts

Grade 9 - Adopted: 2019

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STRAND		Reading Standards for Informational Text
TITLE		Key Idea and Details
PERFORMANC E EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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).
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	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.

other information and examples appropriate to the audience's knowledge of the topic.

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

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or

INDICATOR

STRAND

INDICATOR

b.

d.

TITLE **Production and Distribution of Writing**

Writing Standards

PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	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.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	1.	Comprehension and Collaboration 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.
PERFORMANC E	1. a.	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
PERFORMANC E EXPECTATION		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. 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,
PERFORMANC E EXPECT ATION	a.	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. 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. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR	a. c.	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. 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. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR INDICATOR	a. c.	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. 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. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR INDICATOR STRAND	a. c.	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. 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. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Speaking and Listening Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	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).
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
PERFORMANC E EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
PERFORMANC E EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
STRAND		Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details

PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Reading Standards for Informational Text

		•
TITLE		Key Idea and Details
PERFORMANC E EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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).
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	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).
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

PERFORMANC	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
E EXPECTATION	0.	advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	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.
STRAND		Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANC E EXPECTATION	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	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.
STRAND		Language Standards
STRAND		Language Standards Conventions of Standard English
	2.	
TITLE PERFORMANC E	2. c.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
PERFORMANC E EXPECTATION		Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	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).
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
PERFORMANC E EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
PERFORMANC E EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
STRAND		Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

STRAND

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	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).
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards Language Arts

Grade 9 - Adopted: 2019

STRAND		Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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).
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
INDICATOR	b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

INDICATOR

C.

INDICATOR	d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experience events, setting, and/or characters.
INDICATOR	e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E EXPECTATION	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
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	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.
STRAND		Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANC E EXPECTATION	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, audier and task.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	C.	Spell correctly.	
STRAND		Language Standards	
TITLE		Vocabulary Acquisition and Use	
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	
INDICATOR	a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
INDICATOR	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).	
STRAND		Language Standards	
TITLE		Vocabulary Acquisition and Use	
PERFORMANC E EXPECTATION	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.	
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
TITLE		Production and Distribution of Writing	
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
PERFORMANC E EXPECTATION	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.	
PERFORMANC E EXPECTATION	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.	
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
TITLE		Range of Writing	
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46	
	Louisiana Academic Standards		

Louisiana Academic Standards Language Arts

Grade 9 - Adopted: 2019

STRAND Reading Standards for Literature

TITLE Key Ideas and Details

PERFORMANC E EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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).
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
INDICATOR	b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.
INDICATOR	b. c.	
		experiences, mood, tone, events, and/or characters.
INDICATOR	C.	experiences, mood, tone, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,
INDICATOR	c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced,

TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	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.
STRAND		Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANC E EXPECTATION	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	C.	Spell correctly.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

INDICATOR	a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	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).
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54

Louisiana Academic Standards Language Arts Grade 9 - Adopted: 2019

Reading Standards for Literature

STRAND

TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	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.

PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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).
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR		
	a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
INDICATOR	b.	
INDICATOR		of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop
	b.	of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.
INDICATOR	b. c.	of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,
INDICATOR	b. c. d.	of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced,
INDICATOR INDICATOR	b. c. d.	of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	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.
STRAND		Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANC E EXPECTATION	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	c.	Spell correctly.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	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.

STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Pange of Writing

TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Louisiana Academic Standards Language Arts Grade 9 - Adopted: 2019

STRAND Reading Standards for Informational Text

TITLE		Key Idea and Details
PERFORMANC E EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure

PERFORMANC E EXPECTATION	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).
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	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.

TITLE Comprehension and Collaboration PERFORMANC EXPECTATION a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and expressing their own clearly and persuasively. NDICATOR a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by making to evidence from wice and other research on the topic or issue to stimulate a thoughtul, well-reasoned exchange of ideas. NDICATOR 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. NDICATOR d. Respond thoughtully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, quality or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. STRAND Language Standards TITLE Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. PERFORMANC 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. PERFORMANC 3. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. PERFORMANC 4. Determine or clarify the meaning of a word or phras	STRAND		Speaking and Listening Standards
EXPECTATION acceptable and expressing their own clearly and persuasives. Policy states and expressing their own clearly and persuasives.	TITLE		Comprehension and Collaboration
preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. NDICATOR c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion, and clarify, verify, or challenge ideas and conclusions. INDICATOR 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. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC E CONVENTION OF STAND Language Standard English Grammar and usage when writing or speaking. INDICATOR b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, dependent, roun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC E Conventions of Standard English Capitalization, punctuation, and spelling when writing. PERFORMANC C Spell correctly. STRAND Language Standards TITLE Vocabulary Acquisition and Use PERFORMANC C Spell correctly. STRAND Language Standards TITLE Vocabulary Acquisition and Use PERFORMANC C Spell correctly. STRAND Language Standards Use context (e.g., the overall meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. NDICATOR d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in	E	1.	teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas
INDICATOR 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. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC EXPECTATION INDICATOR 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 STRAND Language Standards TITLE Conventions of Standard English PERFORMANC EXPECTATION Language Standards TITLE Conventions of Standard English PERFORMANC 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. STRAND Language Standards TITLE Vocabulary Acquisition and Use PERFORMANC 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. INDICATOR a. Use context (e.g., the overall meaning of a sentence, paragraph, or text a word's position or function in a sentence) as a clue to the meaning of a word or phrase. INDICATOR d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in	INDICATOR	a.	preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,
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	INDICATOR	a.	
	INDICATOR	d.	
STRAND Language Standards	STRAND		Language Standards
TITLE Vocabulary Acquisition and Use	TITLE		Vocabulary Acquisition and Use

PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
PERFORMANC E EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
PERFORMANC E EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
STRAND		Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78
		Louisiana Academic Standards Language Arts Grade 9 - Adopted: 2019
STRAND		Reading Standards for Informational Text
TITLE		Key Idea and Details
PERFORMANC E	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

EXPECTATION

PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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).
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.

PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	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.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	C.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
INDICATOR	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	C.	Spell correctly.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

INDICATOR	a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence as a clue to the meaning of a word or phrase.
INDICATOR	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).
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
PERFORMANC E EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
PERFORMANC E EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
STRAND		Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANC	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
E EXPECTATION		
		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Louisiana Academic Standards
Language Arts
Grade 9 - Adopted: 2019

STRAND

Reading Standards for Informational Text

TITLE		Key Idea and Details
PERFORMANC E EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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).
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge

PERFORMANC 2. 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. SERFORMANC 8. Cather relevant information from multiple authoritative sources using advanced searches effectively; assets the sereptian and limitations of each source in terms of the task purpose, and audience; interpatite information into the text selectively to manifacin the flow of ideas, avoiding plugiarism and overreliance on any one source and following a standard format for citation. STRAND Writing Standards TITLE Range of Writing 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. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. STRAND Language Standards TITLE Conventions of Standard English performance in conventions of Standard English grammar and usage when writing or speaking. STRAND Language Standards TITLE Conventions of Standard English conveys specific meanings and add variety and interest to writing or presentations. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. PERFORMANC 4. Demonstrate command of the conventions of standard English capitalization, punctuation, and performance 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. PERFORMANC 4. Determine or clarify the meaning of a word or phrase. DECATOR 4. Verily the preliminary determination of the meaning o			
strengths and limitations of each source in terms of the task, purpose, and audience; integrate information find the text selectively te maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. STRAND Writing Standards TITLE Range of Writing PERFORMANC 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single siting or a day or two) for a range of tasks, purposes, and audiences. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. INDICATOR b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, poun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION Language Standards TITLE Vocabulary Acquisition and Use PERFORMANC 4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. INDICATOR a. Use context (e.g., the overall meaning of a sentence, paragraph, or text a word's position or function in a sentence) as a clue to the meaning of a word or phrase. INDICATOR d. Language Standards Language Standards	E	7.	question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the
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PERFORMANC 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. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC EXPECTATION Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. INDICATOR b. Use various types of phrases (noun, verh, 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. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NDICATOR c. Spell correctly. STRAND Language Standards TITLE Vocabulary Acquisition and Use PERFORMANC 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. INDICATOR 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 (e.g., by checking the inferred meaning in context or in a dictionary). STRAND Language Standards	STRAND		Writing Standards
STRAND Language Standards TITLE Conventions of Standard English PERFORMANC EXPECTATION 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. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC EXPECTATION Language Standards TITLE Conventions of Standard English PERFORMANC 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. STRAND Language Standards TITLE Vocabulary Acquisition and Use PERFORMANC 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. INDICATOR 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). STRAND Language Standards	TITLE		Range of Writing
TITLE Conventions of Standard English PERFORMANC EXPECTATION Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. INDICATOR D. 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. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC EXPECTATION INDICATOR C. Spell correctly. STRAND Language Standards TITLE Vocabulary Acquisition and Use PERFORMANC EXPECTATION A. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. INDICATOR d. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. INDICATOR 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). STRAND Language Standards	E	10.	
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	STRAND		Language Standards
Speaking. Spea	TITLE		Conventions of Standard English
(independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. STRAND Language Standards TITLE Conventions of Standard English PERFORMANC EXPECTATION 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. INDICATOR C. Spell correctly. STRAND Language Standards TITLE Vocabulary Acquisition and Use PERFORMANC EXPECTATION 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. INDICATOR a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. INDICATOR 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). STRAND Language Standards	E	1.	
TITLE Conventions of Standard English PERFORMANC EXPECTATION 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. INDICATOR c. Spell correctly. STRAND Language Standards TITLE Vocabulary Acquisition and Use PERFORMANC EXPECTATION 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. INDICATOR a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. INDICATOR 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). STRAND Language Standards	INDICATOR	b.	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
PERFORMANC EXPECTATION 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. STRAND Language Standards TITLE Vocabulary Acquisition and Use PERFORMANC EXPECTATION Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. INDICATOR a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. INDICATOR 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). STRAND Language Standards	STRAND		Language Standards
Spelling when writing. Spelling when writing.	TITLE		Conventions of Standard English
TITLE Vocabulary Acquisition and Use PERFORMANC EXPECTATION 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. INDICATOR a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. INDICATOR 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). STRAND Language Standards	E	2.	
PERFORMANC E Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. INDICATOR a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. INDICATOR 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). STRAND Language Standards	INDICATOR	C.	Spell correctly.
PERFORMANC E Grades 9-10 reading and content, choosing flexibly from a range of strategies. INDICATOR a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. INDICATOR 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). STRAND Language Standards	STRAND		Language Standards
INDICATOR a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. INDICATOR 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). STRAND Language Standards	TITLE		Vocabulary Acquisition and Use
as a clue to the meaning of a word or phrase. INDICATOR 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). STRAND Language Standards	E	4.	
context or in a dictionary). STRAND Language Standards	INDICATOR	a.	
	INDICATOR	d.	
TITLE Vocabulary Acquisition and Use	STRAND		Language Standards
	TITLE		Vocabulary Acquisition and Use

PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
STRAND		Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing

PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98
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Louisiana Academic Standards Language Arts Grade 9 - Adopted: 2019

STRAND Reading Standards for Literature

TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	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.

STRAND Reading Standards for Literature

TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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).

STRAND		Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
INDICATOR	b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.
INDICATOR	c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STRAND		Writing Standards
STRAND		Writing Standards Production and Distribution of Writing
	4.	
TITLE PERFORMANC E	 4. 5. 	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
PERFORMANC E EXPECTATION PERFORMANC E		Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach,
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E	5.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION	5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION STRAND	5.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Writing Standards

Conventions of Standard English

TITLE

PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	C.	Spell correctly.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	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).
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

PERFORMANC Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or 10. a day or two) for a range of discipline-specific tasks, purposes, and audiences. **EXPECTATION** UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112 Louisiana Academic Standards Language Arts Grade 9 - Adopted: 2019 STRAND Reading Standards for Informational Text TITLE **Key Idea and Details PERFORMANC** Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences F drawn from the text. **EXPECTATION** PERFORMANC 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. **EXPECTATION PERFORMANC** 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. **EXPECTATION** STRAND Reading Standards for Informational Text Craft and Structure TITLE **PERFORMANC** 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 **EXPECTATION** language of a court opinion differs from that of a newspaper). STRAND **Writing Standards** TITLE **Text Types and Purposes PERFORMANC** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **EXPECTATION** INDICATOR a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **INDICATOR** b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **INDICATOR** d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. STRAND **Writing Standards Production and Distribution of Writing** TITLE **PERFORMANC** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **EXPECTATION**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience. PERFORMANC E EXPECTATION Ouse 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 expectation. STRAND Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated)	ng
E advantage of technology's capacity to link to other information and to display information flexibly and dynamicall EXPECTATION STRAND Writing Standards TITLE Research to Build and Present Knowledge	-
TITLE Research to Build and Present Knowledge	
PERFORMANC 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated	
E question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the EXPECTATION subject, demonstrating understanding of the subject under investigation.	е
PERFORMANC 8. Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation.	
STRAND Writing Standards	
TITLE Range of Writing	
PERFORMANC 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. EXPECTATION	
STRAND Language Standards	
TITLE Conventions of Standard English	
PERFORMANC E Demonstrate command of the conventions of Standard English grammar and usage when writing of EXPECTATION LANGE STANDARD STAND	r
INDICATOR 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.	
STRAND Language Standards	
TITLE Conventions of Standard English	
PERFORMANC E Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
INDICATOR c. Spell correctly.	
STRAND Language Standards	
TITLE Vocabulary Acquisition and Use	
PERFORMANC 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	

INDICATOR	a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	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).
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
PERFORMANC E EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
PERFORMANC E EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
PERFORMANC E EXPECTATION	6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
PERFORMANC E EXPECTATION	9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
STRAND		Reading Standards for Literacy in History/Social Studies

TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
STRAND		Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.

PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126
		Louisiana Academic Standards Language Arts Grade 9 - Adopted: 2019
STRAND		Reading Standards for Informational Text
TITLE		Key Idea and Details
PERFORMANC E EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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).
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	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.

STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR

C.

Spell correctly.

STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	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).
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
PERFORMANC E EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
PERFORMANC E EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

### STRAND Reading Standards for Literacy in History/Social Studies TITLE Integration of Knowledge and Ideas PERFORMANC 7. EXPECTATION PERFORMANC 9. Compare and correast treatments of the same topic in several primary and secondary sources. EXPECTATION Reading Standards for Literacy in History/Social Studies TITLE Range of Reading and Level of Text Complexity PERFORMANC 10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity be independently and proficiently. EXPECTATION Reading Standards for Literacy in Ristory/Social Studies texts in the grades 9–10 text complexity be independently and proficiently. EXPECTATION Reading Standards for Literacy in Science and Technical Subjects TITLE Key Ideas and Details Cite specific textsal evidence to support analysis of science and technical texts, attending to the precise details explanations or descriptions. EXPECTATION Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects TITLE Text Types and Purposes EXPECTATION NOICATOR a. Introduce at tapic and organize ideas, concepts, and information of historical events, scientific procedule experiments, or technical processes. INDICATOR b. Develop the topic with well-chosen, relevant, and sulficient bacis, extended definitions, concrete details, quotation other information and examples appropriate to the audience's browledge of the topic and convey a sty appropriate to the description of Writing EXTRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects TITLE Les of the topic and organize ideas, concepts, and information bornake important connections and districtions, include formating (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful in alding comprehension. INDICATOR c. Develop the topic with well-chosen, relevant, and sulficient bacis, extended definitions, connecte details, quotation of their information and examples appropriate to the			
TITLE Integration of Knowledge and Ideas PERFORMANC 7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital to EXPECTATION PERFORMANC 9. Compare and contrast treatments of the same topic in several primary and secondary sources. EXPECTATION Reading Standards for Literacy in History/Social Studies TITLE Range of Reading and Level of Text Complexity PERFORMANC 10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity base independently and proficiently. EXPECTATION Reading Standards for Literacy in Science and Technical Subjects TITLE Key Ideas and Details PERFORMANC 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details explanations or descriptions. STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects TITLE Text Types and Purposes PERFORMANC 2. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects TITLE Text Types and Purposes PERFORMANC 2. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Writing Standards for Literacy in History/Social Studies, Science, and Technical when useful to adding comprehension. INDICATOR a. Invoduce a botic and organize ideas, concepts, and information to make important connections and disfinctions, include formating (e.g., headings), graphics (e.g., figures, bibes), and multimedia when useful to adding comprehension. INDICATOR b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotation of the information and examples appropriate to the audience's knowledge of the topic. INDICATOR d. Use precise language and domain-specific vacabulary to manage the complexity of the topic and convey a sty appropriate to the discipline and context as well as to the expertise of likely readers. STRAND Writing Standards for Li	E	6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
PERFORMANC EDPECTATION Compare and contrast treatments of the same topic in several primary and secondary sources. Compare and contrast treatments of the same topic in several primary and secondary sources. Reading Standards for Literacy in History/Social Studies TITLE Range of Reading and Level of Text Complexity PERFORMANC BY EMPECTATION Reading Standards for Literacy in History/Social Studies texts in the grades 9-10 text complexity be independently and proficiently. PERFORMANC EDPECTATION Reading Standards for Literacy in Science and Technical Subjects TITLE Key Ideas and Details PERFORMANC Colles specific textual evidence to support analysis of science and technical texts, attending to the precise details explanations or descriptions. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects TITLE Text Types and Purposes PERFORMANC Colles specific textual evidence to support analysis of science and technical texts, attending to the precise details explanations or descriptions. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects TITLE Text Types and Purposes PERFORMANC Colles specific textual evidence to support analysis of science and technical texts, attending to the precise details explanations or descriptions. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Title Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotation other information and examples appropriate to the audience's knowledge of the topic. NDICATOR d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a sty appropriate to the discipline and context as well as to the expertise of likely readers. STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Title Production and Distribution of Writing PERFORMANC 4. Produce clear and coherent writing in which	STRAND		Reading Standards for Literacy in History/Social Studies
PERFORMANC 2. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects TITLE Text Types and Purposes PERFORMANC 2. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects TITLE Text Types and Purposes PERFORMANC 2. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects TITLE Text Types and Purposes PERFORMANC 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures, ownerships, graphics, (e.g., figures, tables), and multimedia when useful to aiding comprehension. NDICATOR b. Develop the topic with well-chasen, relevant, and sufficient facts, extended definitions, concrete details, quotation other information and examples appropriate to the expension of History Social Studies, Science, and Technical Subjects TITLE Develop the topic with well-chasen, relevant, and sufficient facts, extended definitions, concrete details, quotation other information and examples appropriate to the expension of the topic and convey a sty appropriate to the discipline and context as well as to the expension of likely readers. STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects TITLE Production and Distribution of Writing PERFORMANC 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	TITLE		Integration of Knowledge and Ideas
EXPECTATION Reading Standards for Literacy in History/Social Studies TITLE Range of Reading and Level of Text Complexity PERFORMANC 10. By the end of grade 10, read and comprehend history/Social studies lexis in the grades 9–10 text complexity be independently and proficiently. STRAND Reading Standards for Literacy in Science and Technical Subjects TITLE Key Ideas and Details PERFORMANC 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details explanations or descriptions. STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects TITLE Text Types and Purposes PERFORMANC 2. Write informative/explanatory texts, including the narration of historical events, scientific procedule experiments, or technical processes. INDICATOR a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions include formating (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. INDICATOR b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotation other information and examples appropriate to the audience's knowledge of the topic. INDICATOR d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a sty appropriate to the discipline and context as well as to the experise of likely readers. STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects TITLE Production and Distribution of Writing PERFORMANC 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	E	7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
PERFORMANC 10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity bas independently and proficiently. Reading Standards for Literacy in Science and Technical Subjects TITLE Key Ideas and Details PERFORMANC 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details explanations or descriptions. STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects TITLE Text Types and Purposes PERFORMANC 2. Write informative/explanatory texts, including the narration of historical events, scientific procedus experiments, or technical processes. INDICATOR a. Introduce a topic and organize 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 alding comprehension. INDICATOR b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotation of the information and examples appropriate to the audience's knowledge of the topic. INDICATOR d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a sty appropriate to the discipline and context as well as to the expertise of likely readers. STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects TITLE Production and Distribution of Writing PERFORMANC 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Е	9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
PERFORMANC EXPECTATION By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity basindependently and proficiently. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity basindependently and proficiently. BY Reading Standards for Literacy in Science and Technical Subjects Clie specific textual evidence to support analysis of science and technical texts, attending to the precise details explanations or descriptions. BY RAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects TITLE PERFORMANC EXPECTATION INDICATOR a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. INDICATOR b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotation other information and examples appropriate to the audience's knowledge of the topic. INDICATOR d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a sty appropriate to the discipline and context as well as to the expertise of likely readers. STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects TITLE Production and Distribution of Writing PERFORMANC 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	STRAND		Reading Standards for Literacy in History/Social Studies
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PERFORMANC 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details explanations or descriptions. STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects TITLE Text Types and Purposes PERFORMANC EXPECTATION 2. Write informative/explanatory texts, including the narration of historical events, scientific procedule experiments, or technical processes. INDICATOR a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. INDICATOR b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotation other information and examples appropriate to the audience's knowledge of the topic. INDICATOR d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a sty appropriate to the discipline and context as well as to the expertise of likely readers. STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects TITLE Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	STRAND		Reading Standards for Literacy in Science and Technical Subjects
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EXPECTATION experiments, or technical processes.	TITLE		Text Types and Purposes
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TITLE Production and Distribution of Writing PERFORMANC 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
PERFORMANC 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
E purpose, and audience.	TITLE		Production and Distribution of Writing
		4.	

PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132
		Louisiana Academic Standards
		Language Arts Grade 9 - Adopted: 2019
STRAND		Reading Standards for Informational Text
TITLE		Key Idea and Details
PERFORMANC E EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.

TITLE Craft and Structure

Reading Standards for Informational Text

STRAND

PERFORMANC E EXPECTATION	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).
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	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.

STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	C.	Spell correctly.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	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).
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details

PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
PERFORMANC E EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
PERFORMANC E EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
PERFORMANC E EXPECTATION	6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
PERFORMANC E EXPECTATION	9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
STRAND		Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes

PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language Arts

Grade 9 - Adopted: 2019

STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	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).
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	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.

STRAND

Language Standards

TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	c.	Spell correctly.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions:

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

INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	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).
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 7: INVENTIVE WRITING Week 14 Page 139-144
		Louisiana Academic Standards Language Arts Grade 9 - Adopted: 2019
STRAND		Writing Standards
TITLE		Text Types and Purposes

TITLE	Text Types and Purposes
PERFORMANC E EXPECTATION	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	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).
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	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.
STRAND		Language Standards
TITLE		Conventions of Standard English

PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	c.	Spell correctly.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	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).
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing

PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
		purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 7: INVENTIVE WRITING Week 15 Page 145-160
		Louisiana Academic Standards Language Arts Grade 9 - Adopted: 2019
STRAND		Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.

TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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).

PERFORMANC E EXPECTATION	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.		
STRAND		Reading Standards for Literature		
TITLE		Integration of Knowledge and Ideas		
PERFORMANC E EXPECTATION	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).		
STRAND		Reading Standards for Literature		
TITLE		Range of Reading and Level of Text Complexity		
PERFORMANC E EXPECTATION	10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.		
STRAND		Writing Standards		
TITLE		Text Types and Purposes		
PERFORMANC E EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
INDICATOR	a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.		
INDICATOR	b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.		
INDICATOR	C.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.		
INDICATOR	d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experience events, setting, and/or characters.		
INDICATOR	e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
STRAND		Writing Standards		
TITLE		Production and Distribution of Writing		
PERFORMANC	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
E EXPECTATION				

PERFORMANC E EXPECTATION	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
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	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]").
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	C.	Spell correctly.
STRAND		Language Standards
		Vacabulary Acquisition and Has
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	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.
PERFORMANC E	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.
PERFORMANC E EXPECTATION		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. 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.
PERFORMANC E EXPECT AT ION INDICATOR	a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
PERFORMANC E EXPECT AT ION INDICATOR	a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR STRAND	a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Language Standards Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION INDICATOR INDICATOR STRAND TITLE PERFORMANC E	a. d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Language Standards Vocabulary Acquisition and Use Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, write speaking, and listening at the college and career readiness level; demonstrate independence in gathering

PERFORMANC E EXPECTATION	6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
TITLE		Production and Distribution of Writing	
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
PERFORMANC E EXPECTATION	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.	
PERFORMANC E EXPECTATION	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.	
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
TITLE		Range of Writing	
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
		UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182	
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		Louisiana Academic Standards Language Arts Grade 9 - Adopted: 2019	
STRAND		Louisiana Academic Standards Language Arts	
STRAND TITLE		Louisiana Academic Standards Language Arts Grade 9 - Adopted: 2019	
	1.	Louisiana Academic Standards Language Arts Grade 9 - Adopted: 2019 Reading Standards for Informational Text	
TITLE PERFORMANC E	1.	Louisiana Academic Standards Language Arts Grade 9 - Adopted: 2019 Reading Standards for Informational Text Key Idea and Details Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences	
PERFORMANC E EXPECTATION PERFORMANC E		Louisiana Academic Standards Language Arts Grade 9 - Adopted: 2019 Reading Standards for Informational Text Key Idea and Details Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges	
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E	2.	Louisiana Academic Standards Language Arts Grade 9 - Adopted: 2019 Reading Standards for Informational Text Key Idea and Details Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are	
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION	2.	Louisiana Academic Standards Language Arts Grade 9 - Adopted: 2019 Reading Standards for Informational Text Key Idea and Details Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 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.	

STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	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).
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	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.

STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	C.	Spell correctly.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	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).
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details

PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
PERFORMANC E EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
PERFORMANC E EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
STRAND		Reading Standards for Literacy in Science and Technical Subjects
STRAND		Reading Standards for Literacy in Science and Technical Subjects Key Ideas and Details
	1.	
TITLE PERFORMANC E	1.	Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of
PERFORMANC E EXPECTATION	1.	Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
PERFORMANC E EXPECTATION	2.	Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E		Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedures/
PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E EXPECTATION	2.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic and organize 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
PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E EXPECT ATION	2. a.	Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic and organize 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. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or

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Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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UNIT 8: FORMAL ESSAY MODELS Week 17 Page 183-194

Language Arts Grade 9 - Adopted: 2019

STRAND Reading Standards for Informational Text

TITLE		Key Idea and Details
PERFORMANC E EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	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.

PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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).
STRAND		Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
INDICATOR	b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	e.	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	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.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing

PERFORMANC		
E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	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.
STRAND		Language Standards
STRAND		Language Standards Conventions of Standard English
	1.	
TITLE PERFORMANC	1. b.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or
TITLE PERFORMANC E EXPECTATION		Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 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
PERFORMANC E EXPECTATION		Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 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.
PERFORMANC E EXPECTATION INDICATOR STRAND		Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 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. Language Standards
PERFORMANC E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E	b.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 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. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
PERFORMANC E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION	b.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 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. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

E EXPECTATION		Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manu of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline ar writing type.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence as a clue to the meaning of a word or phrase.
INDICATOR	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).
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, write 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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features a the date and origin of the information.
PERFORMANC E EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of hor key events or ideas develop over the course of the text.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political social, or economic aspects of history/social studies.
PERFORMANC E	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
EXPECTATION		

STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
PERFORMANC E EXPECTATION	9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
STRAND		Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STRAND		
0110110		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Text Types and Purposes
	1.	
TITLE PERFORMANC E	1. a.	Text Types and Purposes
PERFORMANC E EXPECTATION		Text Types and Purposes Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that
PERFORMANC E EXPECT ATION	a.	Text Types and Purposes Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the
PERFORMANC E EXPECT ATION INDICATOR INDICATOR	a. b.	Text Types and Purposes Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
PERFORMANC E EXPECT ATION INDICATOR INDICATOR	a. b.	Text Types and Purposes Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
PERFORMANC E EXPECT ATION INDICATOR INDICATOR INDICATOR	a. b.	Text Types and Purposes Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.

INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards Language Arts Grade 9 - Adopted: 2019

Reading Standards for Informational Text

STRAND

TITLE	Key Idea and Details

PERFORMANC E EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
PERFORMANC E EXPECTATION	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.	
PERFORMANC E EXPECTATION	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.	
STRAND		Reading Standards for Informational Text	
TITLE		Craft and Structure	
PERFORMANC E EXPECTATION	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).	
STRAND		Writing Standards	
TITLE		Text Types and Purposes	
PERFORMANC E EXPECTATION	1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
INDICATOR	a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	
INDICATOR	b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	
INDICATOR	d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
INDICATOR	e.	Provide a concluding statement or section that follows from and supports the argument presented.	
STRAND		Writing Standards	
TITLE		Text Types and Purposes	
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	

INDICATOR	e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	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).
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	b.	Use a colon to introduce a list or quotation.
INDICATOR	C.	Spell correctly.
STRAND		Language Standards

TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	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).
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
PERFORMANC E EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
PERFORMANC E EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
PERFORMANC E EXPECTATION	6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
PERFORMANC E EXPECTATION	9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
STRAND		Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	1.	Write arguments focused on discipline-specific content.
INDICATOR	a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
INDICATOR	b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	e.	Provide a concluding statement or section that follows from or supports the argument presented.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	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).
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards Language Arts

Grade 9 - Adopted: 2019

STRAND		Reading Standards for Informational Text
TITLE		Key Idea and Details
11122		rey laca and Betans
PERFORMANC E EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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).
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC		
E EXPECTATION	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.
	a.	
EXPECTATION		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
INDICATOR	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. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
INDICATOR INDICATOR	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. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR INDICATOR INDICATOR	a. b.	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. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented
INDICATOR INDICATOR INDICATOR INDICATOR	a. b.	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. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 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).

PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	b.	Use a colon to introduce a list or quotation.
INDICATOR	c.	Spell correctly.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	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).
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
PERFORMANC E EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
PERFORMANC E EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
STRAND		Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures experiments, or technical processes.
INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, conter information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	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).
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.

STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE	Re	esearch to Build and Present Knowledge
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PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236
		Louisiana Academic Standards Language Arts Grade 9 - Adopted: 2019
STRAND		Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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).

STRAND Reading Standards for Literature

PERFORMANC 5.

EXPECTATION

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TITLE Range of Reading and Level of Text Complexity	
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manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and

PERFORMANC E EXPECTATION	10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(soft view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
INDICATOR	b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.
INDICATOR	C.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences events, setting, and/or characters.
INDICATOR	e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
E EXPECTATION		
E	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.
E EXPECTATION PERFORMANC E	6.	

PERFORMANC E EXPECTATION	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	C.	Spell correctly.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	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).
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 9: FORMAL CRITIQUE Week 21 Page 237-240
		Louisiana Academic Standards Language Arts Grade 9 - Adopted: 2019
STRAND		Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	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.

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a

STRAND	Reading Standards for Literature	

Craft and Structure

text, interact with other characters, and advance the plot or develop the theme.

PERFORMANC 3.

EXPECTATION

TITLE

PERFORMANC E EXPECTATION	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).
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	3.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
PERFORMANC E	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-
PERFORMANC E EXPECTATION		Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s)
PERFORMANC E EXPECT AT ION INDICATOR	a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR	a. b.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.
PERFORMANC E EXPECT ATION INDICATOR INDICATOR INDICATOR	a. b.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR INDICATOR INDICATOR	a. b. c. d.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced,
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR	a. b. c. d.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	C.	Spell correctly.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)

INDICATOR	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).
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.