Main Criteria: Structure and Style for Students

Secondary Criteria: Massachusetts Curriculum Frameworks

Subject: Language Arts Grade: 9

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

Massachusetts Curriculum Frameworks Language Arts

Grade 9 - Adopted: 2017

FOCUS /	
COURSE	

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
STANDARD / CONCEPT /	R.PK- 12.6.	Assess how point of view or purpose shapes the content and style of a text.

SKILL

FOCUS /

COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STRAND	Range of Reading and Level of Text Complexity	
--------	---	--

STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.9- 10.4.	Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD / CONCEPT /	RL.9- 10.6.	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

SKILL

FOCUS / COURSE

10.3.c.

RL.9-10. Grades 9-10 Reading Standards for Literature [RL]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.9- 10.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.9- 10.9.	Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
INDICATOR	W.9- 10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
INDICATOR	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
INDICATOR	W.9-	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

INDICATOR	W.9- 10.3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
INDICATOR	W.9- 10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9- 10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9- 10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9- 10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	L.9-	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual
	10.3.a.	for Writers) appropriate for the discipline and writing type.
INDICATOR		for Writers) appropriate for the discipline and writing type. Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9- 10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.9- 10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9- 10.2.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	WCA.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	WCA.9- 10.8.	When conducting research, 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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
		RESPONSE TO LITERATURE Week 23 Page 249-262

Massachusetts Curriculum Frameworks Language Arts

Grade 9 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

STANDARD / CONCEPT / SKILL	R.PK- 12.6.	Assess how point of view or purpose shapes the content and style of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

STANDARD / CONCEPT / SKILL	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD / CONCEPT / SKILL	RL.9- 10.6.	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.9- 10.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.9- 10.9.	Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

INDICATOR	W.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
INDICATOR	W.9- 10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
INDICATOR	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
INDICATOR	W.9- 10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9- 10.3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
INDICATOR	W.9- 10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course o the narrative.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9- 10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.

FOCUS /	W.9-10.	Grades 9–10 Writing Standards [W]
COLIBEE		

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9- 10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STRAND STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Comprehension and Collaboration Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
STANDARD / CONCEPT /		Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally),
STANDARD / CONCEPT / SKILL FOCUS /	10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
STANDARD / CONCEPT / SKILL FOCUS / COURSE	10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. Grades 9–10 Language Standards [L]
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	10.2. L.9-10.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. Grades 9–10 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL	10.2. L.9-10.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. Grades 9–10 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL INDICAT OR	L.9-10. L.9- 10.1.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. Grades 9–10 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL INDICATOR EXPECTATION	L.9-10.1. L.9-10.1.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. Grades 9–10 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns. Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or

ST ANDARD / CONCEPT / SKILL	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Knowledge of Language
ST ANDARD / CONCEPT / SKILL	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
INDICATOR	L.9- 10.3.b.	Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
ST ANDARD / CONCEPT / SKILL	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA- H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.9- 10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.9- 10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

INDICATOR	WCA.9- 10.2.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	WCA.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.9- 10.8.	When conducting research, 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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

FO	Сι	JS	I
CO	UF	เร	E

COURSE	K.I K-12.	College and Career Readilless Alichor Standards for Readiling
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STRAND STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT /	12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well
STANDARD / CONCEPT / SKILL FOCUS /	12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL FOCUS / COURSE	12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. College and Career Readiness Anchor Standards for Reading
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	R.PK-12. R.PK-12.10.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. College and Career Readiness Anchor Standards for Reading Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS /	R.PK-12. R.PK-12.10.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. College and Career Readiness Anchor Standards for Reading Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend complex literary and informational texts.
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE	R.PK-12. R.PK-12.10.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. College and Career Readiness Anchor Standards for Reading Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend complex literary and informational texts. College and Career Readiness Anchor Standards for Writing
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / COURSE	R.PK-12. R.PK-12. W.PK-12. W.PK-12.6	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. College and Career Readiness Anchor Standards for Reading Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend complex literary and informational texts. College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	RL.9- 10.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an 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 presence or absence of connections between them.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.9- 10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.9- 10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

STANDARD / CONCEPT / SKILL	RCA- H.9-10.2.	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 a text.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which detaithey include and emphasize in their respective accounts.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.9- 10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate the grade/course.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 tex and topics.
FOCUS /	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
COURSE	31.3-10.	

STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.9- 10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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

Massachusetts Curriculum Frameworks Language Arts

Grade 9 - Adopted: 2017

FOCUS / R.PK-12. C

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE

STRAND

R.PK-12. College and Career Readiness Anchor Standards for Reading

COURSE		
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.PK-12	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
ST ANDARD / CONCEPT / SKILL	SL.PK- 12.4.	Present information, findings, and supporting evidence such that:
INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning.
INDICATOR		Listeners can follow the line of reasoning. The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
	12.4.a. SL.PK- 12.4.b.	
INDICATOR FOCUS I	12.4.a. SL.PK- 12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
INDICATOR FOCUS / COURSE	12.4.a. SL.PK- 12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. College and Career Readiness Anchor Standards for Language
INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT /	12.4.a. SL.PK- 12.4.b. L.PK-12.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. College and Career Readiness Anchor Standards for Language Conventions of Standard English
INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS /	12.4.a. SL.PK- 12.4.b. L.PK-12.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOCUS / COURSE

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an 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 presence or absence of connections between them.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.9- 10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS /		
COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI] Range of Reading and Level of Text Complexity
	RI.9-10. RI.9- 10.10.	
STRAND STANDARD / CONCEPT /	RI.9-	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and
STRAND STANDARD / CONCEPT / SKILL FOCUS /	RI.9- 10.10.	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE	RI.9- 10.10.	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. Grades 9–10 Writing Standards [W]

INDICATOR	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9- 10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.9- 10.8.	When conducting research, 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.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.9- 10.1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

STANDARD /		
CONCEPT / SKILL	RCA- H.9-10.2.	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 a text.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which deta they include and emphasize in their respective accounts.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA- H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] Range of Reading and Level of Text Complexity
COURSE		Range of Reading and Level of Text Complexity
STRAND STANDARD / CONCEPT /	RCA- H.9- 10.10.	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate
STRAND STANDARD / CONCEPT / SKILL FOCUS /	RCA- H.9- 10.10.	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate the grade/course. Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical
STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE	RCA- H.9- 10.10. RCA- ST.9-10.	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate the grade/course. Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	RCA- H.9- 10.10. RCA- ST.9-10.1.	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate the grade/course. Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of
STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	RCA- H.9- 10.10. RCA- ST.9-10.1. RCA- ST.9-10.2.	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate the grade/course. Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] 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. Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process,

STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9- 10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, o other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9- 10.2.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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD /	WCA.9-	When conducting research, 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
CONCEPT / SKILL		for citation.

FOCUS /	WCA.9-	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
COURSE	10.	

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SLCA.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.9- 10.1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	SLCA.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SLCA.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.

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

Massachusetts Curriculum Frameworks Language Arts

Grade 9 - Adopted: 2017

FOCUS / COURSE

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as we as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.PK-12	2. College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK- 12.4.	Present information, findings, and supporting evidence such that:
INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning.
INDICATOR	SL.PK- 12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FO	Cl	JS	I
CO	UI	RS	Ε

$\textbf{L.PK-12.} \ \ \textbf{College} \ \ \textbf{and} \ \ \textbf{Career} \ \ \textbf{Readiness} \ \ \textbf{Anchor} \ \ \textbf{Standards} \ \ \textbf{for} \ \ \textbf{Language}$

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an 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 presence or absence of connections between them.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.9- 10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone
		(e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.9-10.	(e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to
Focus /	RI.9-10.	(e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.9-10. RI.9- 10.10.	(e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Grades 9–10 Reading Standards for Informational Text [RI]
FOCUS / COURSE STRAND STANDARD / CONCEPT /	RI.9-	(e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Grades 9–10 Reading Standards for Informational Text [RI] Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and

	_	
STANDARD / CONCEPT / SKILL	W.9- 10.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	W.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	W.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9- 10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.9- 10.8.	When conducting research, 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.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning

FOCUS / L.9-10. Grades 9-10 Language Standards [L] COURSE

STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.2.	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 a text.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.6.	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.

FOCUS / RCA-H.9- Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 10.

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA- H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.9- 10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STRAND STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.4.	Craft and Structure Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
STANDARD / CONCEPT /	ST.9-	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts
STANDARD / CONCEPT / SKILL	ST.9- 10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical
STANDARD / CONCEPT / SKILL FOCUS / COURSE	ST.9- 10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	ST.9- 10.4. RCA- ST.9-10.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS /	ST.9- 10.4. RCA- ST.9-10. RCA- ST.9- 10.10.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE	ST.9- 10.4. RCA- ST.9-10. RCA- ST.9- 10.10.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / COURSE STRAND	ST.9- 10.4. RCA- ST.9-10. RCA- ST.9- 10.10. WCA.9-	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA] Text Types and Purposes

STRAND		Text Types and Purposes	
STANDARD / CONCEPT / SKILL	WCA.9- 10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
INDICATOR	WCA.9- 10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
INDICATOR	WCA.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
INDICATOR	WCA.9- 10.2.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	WCA.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	
INDICATOR	WCA.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	WCA.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, 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.	
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]	
STRAND		Research to Build and Present Knowledge	
STANDARD / CONCEPT / SKILL	WCA.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
STANDARD / CONCEPT / SKILL	WCA.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
STANDARD / CONCEPT / SKILL	WCA.9- 10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)	
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]	
STRAND		Range of Writing	

STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.	
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]	
STRAND		Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]	
STRAND		Presentation of Knowledge and Ideas	
STANDARD / CONCEPT / SKILL	SLCA.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.	
		UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38	

Massachusetts Curriculum Frameworks Language Arts Grade 9 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

STANDARD / CONCEPT / SKILL	R.PK- 12.6.	Assess how point of view or purpose shapes the content and style of a text.	
FOCUS / COURSE	R.PK-12.	. College and Career Readiness Anchor Standards for Reading	
STRAND		Integration of Knowledge and Ideas	
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading	
STRAND		Range of Reading and Level of Text Complexity	
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.	
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing	
STRAND		Text Types and Purposes	
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.	
	W DK 12	College and Career Readiness Anchor Standards for Writing	
COURSE	W.PK-12.	Conege and Career Readiness Anchor Standards for Writing	
	W.PR-12.	Production and Distribution of Writing	
COURSE	W.PK-12.		
STRAND STANDARD / CONCEPT /	W.PK-	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,	
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	W.PK- 12.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	W.PK- 12.4. W.PK- 12.5.	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 new approach.	
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL	W.PK- 12.4. W.PK- 12.5.	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 new approach. Use technology to produce and publish writing and to interact and collaborate with others.	
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE	W.PK- 12.4. W.PK- 12.5.	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 new approach. Use technology to produce and publish writing and to interact and collaborate with others. College and Career Readiness Anchor Standards for Writing	

CTDAND		Dange of Writing	
STRAND		Range of Writing	
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.	
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND		Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
FOCUS / COURSE	SL.PK-12	. College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND		Presentation of Knowledge and Ideas	
STANDARD / CONCEPT / SKILL	SL.PK- 12.4.	Present information, findings, and supporting evidence such that:	
INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning.	
INDICATOR	SL.PK- 12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND		Knowledge of Language	
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
		Vocabulary Acquisition and Use	

STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.	
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]	
STRAND		Key Ideas and Details	
STANDARD / CONCEPT / SKILL	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.	
STANDARD / CONCEPT / SKILL	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.	
STANDARD / CONCEPT / SKILL	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]	
STRAND		Craft and Structure	
STANDARD / CONCEPT / SKILL	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	
STANDARD / CONCEPT / SKILL	RL.9- 10.6.	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.	
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]	
STRAND		Range of Reading and Level of Text Complexity	
STANDARD / CONCEPT / SKILL	RL.9- 10.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.	
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]	
STRAND		Integration of Knowledge and Ideas	
STANDARD / CONCEPT / SKILL	RI.9- 10.9.	Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]	
STRAND		Text Types and Purposes	
STANDARD / CONCEPT / SKILL	W.9- 10.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.	

INDICATOR	W.9- 10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.	
INDICATOR	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	
INDICATOR	W.9- 10.3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.	
INDICATOR	W.9- 10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).	
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
		Froduction and Distribution of writing	
STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.	
CONCEPT/		Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display	
CONCEPT / SKILL	10.6.	Use technology, including current web-based communication platforms, 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.	
CONCEPT / SKILL FOCUS / COURSE	10.6.	Use technology, including current web-based communication platforms, 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. Grades 9–10 Writing Standards [W]	
CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	10.6. W.9-10. W.9-	Use technology, including current web-based communication platforms, 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. Grades 9–10 Writing Standards [W] Research to Build and Present Knowledge Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research,	
CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS /	W.9-10. W.9-10.9.	Use technology, including current web-based communication platforms, 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. Grades 9–10 Writing Standards [W] Research to Build and Present Knowledge Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.	

STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]	
STRAND		Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.	
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]	
STRAND		Presentation of Knowledge and Ideas	
STANDARD / CONCEPT / SKILL	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)	
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]	
STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	
INDICATOR		Sentence Structure, Variety, and Meaning	
EXPECTATION	L.9- 10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.	
FOCUS / COURSE			
FOCUS /	10.1.a.	antecedents, logical use of verb tenses, and variety in sentence patterns.	
FOCUS / COURSE	10.1.a.	antecedents, logical use of verb tenses, and variety in sentence patterns. Grades 9–10 Language Standards [L]	
FOCUS / COURSE STRAND STANDARD / CONCEPT /	10.1.a. L.9-10.	antecedents, logical use of verb tenses, and variety in sentence patterns. Grades 9–10 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and	
FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL	10.1.a. L.9-10. L.9- 10.2.	antecedents, logical use of verb tenses, and variety in sentence patterns. Grades 9–10 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL INDICATOR	10.1.a. L.9-10. L.9- 10.2.	antecedents, logical use of verb tenses, and variety in sentence patterns. Grades 9–10 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).	
FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE	10.1.a. L.9-10. L.9- 10.2.	antecedents, logical use of verb tenses, and variety in sentence patterns. Grades 9–10 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue). Grades 9–10 Language Standards [L]	

INDICATOR	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	WCA.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
STANDARD / CONCEPT / SKILL	WCA.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, 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.	
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]	
STRAND		Range of Writing	
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.	
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]	
STRAND		Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]	
STRAND		Presentation of Knowledge and Ideas	
STANDARD / CONCEPT / SKILL	SLCA.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.	
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46	
		Manage Ma	

Massachusetts Curriculum Frameworks Language Arts

Grade 9 - Adopted: 2017

FOCUS / R.PK-12. College and Career Readiness Anchor Standards for Reading COURSE

STRAND	Key Ideas and Details		

STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
STANDARD / CONCEPT / SKILL	R.PK- 12.6.	Assess how point of view or purpose shapes the content and style of a text.

FOCUS / COURSE

$\hbox{R.PK-12. College and Career Readiness Anchor Standards for Reading } \\$

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT /	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

CTDAND		Duadwation and Distribution of Whiting
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.PK-12	2. College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK- 12.4.	Present information, findings, and supporting evidence such that:
INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning.
INDICATOR	SL.PK- 12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND

Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
CONCEPT/		
CONCEPT / SKILL STANDARD / CONCEPT /	10.1. RL.9-	Determine a theme or central idea of a text and analyze in detail its development over the course of the text,
CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	RL.9- 10.2. RL.9- 10.3.	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 a text. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a
CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL	RL.9- 10.2. RL.9- 10.3.	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 a text. 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.
CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE	RL.9- 10.2. RL.9- 10.3.	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 a text. 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. Grades 9–10 Reading Standards for Literature [RL]
CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	RL.9-10.2. RL.9-10.3.	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 a text. 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. Grades 9–10 Reading Standards for Literature [RL] Craft and Structure Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.9- 10.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.9- 10.9.	Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
INDICATOR	W.9- 10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
INDICATOR	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
INDICATOR	W.9- 10.3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
INDICATOR	W.9- 10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9- 10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9- 10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SLCA.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54
		Massachusetts Curriculum Frameworks Language Arts Grade 9 - Adopted: 2017
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
STANDARD / CONCEPT / SKILL	R.PK- 12.6.	Assess how point of view or purpose shapes the content and style of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

Integration of Knowledge and Ideas

STRAND

STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as we as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.

FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.PK-12	2. College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK- 12.4.	Present information, findings, and supporting evidence such that:
INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning.
INDICATOR	SL.PK- 12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD / CONCEPT / SKILL	RL.9- 10.6.	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.9- 10.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.9- 10.9.	Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.9- 10.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
INDICATOR	W.9- 10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
INDICATOR	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

INDICATOR	W.9- 10.3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
INDICATOR	W.9- 10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9- 10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9- 10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SLCA.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.

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

Massachusetts Curriculum Frameworks Language Arts

Grade 9 - Adopted: 2017

FOCUS / COURSE

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE

CONCEPT/

SKILL

12.6.

COUNSE		
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD /	W.PK-	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS /	
COURSE	

COURSE		
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

FOCUS /	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
COURSE		

aiding comprehension.

COURSE		
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an 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 presence or absence of connections between them.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.9- 10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.9- 10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	W.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to

INDICATOR	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9- 10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.9- 10.8.	When conducting research, 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.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.9- 10.1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9- 10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.9- 10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.2.	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 a text.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.6.	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.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA- H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.9- 10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9- 10.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9- 10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

INDICATOR	WCA.9- 10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9- 10.2.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	WCA.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.9- 10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
CTANDARD /		Main and the second of the forms of the second of the seco
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.
CONCEPT/		a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONCEPT / SKILL FOCUS /	10.10. SLCA.9-	a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONCEPT / SKILL	SLCA.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SLCA.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.9- 10.1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	SLCA.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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

Massachusetts Curriculum Frameworks Language Arts

Grade 9 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

STRAND

STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.

COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Ve cabulant Assuisition and Has
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
STANDARD / CONCEPT /	12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
STANDARD / CONCEPT / SKILL	12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
STANDARD / CONCEPT / SKILL FOCUS / COURSE	12.6. RI.9-10.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. Grades 9–10 Reading Standards for Informational Text [RI]
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	12.6. RI.9-10.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. Grades 9–10 Reading Standards for Informational Text [RI] Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	12.6. RI.9-10. RI.9-10.1.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. Grades 9–10 Reading Standards for Informational Text [RI] Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what a text states 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

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.9- 10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.9- 10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	W.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS /
COURSE

W.9-10. Grades 9-10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9- 10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.9- 10.8.	When conducting research, 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.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,

well-reasoned exchange of ideas. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text

Standard 1 for specific expectations regarding the use of textual evidence.)

INDICATOR	SL.9- 10.1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes o key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes clarger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally evaluating the credibility and accuracy of each source.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9- 10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and the antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT /	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SKILL		
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence as a clue to the meaning of a word or phrase.

FOCUS / RCA-H.9- Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 10.

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.2.	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 a text.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.6.	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.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA- H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.9- 10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

SKILL

STANDARD /					
CONCEPT / SKILL	RCA- ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.			
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]			
STRAND		Craft and Structure			
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.			
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]			
STRAND		Range of Reading and Level of Text Complexity			
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.10.	ndependently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.			
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]			
STRAND		Text Types and Purposes			
STANDARD / CONCEPT / SKILL	WCA.9- 10.1.	Write arguments focused on discipline-specific content.			
INDICATOR	WCA.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.			
		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]			
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]			
		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA] Text Types and Purposes			
COURSE					
STRAND STANDARD / CONCEPT /	10. WCA.9-	Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific			
STRAND STANDARD / CONCEPT / SKILL	WCA.9- 10.2.	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 text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			
STRAND STANDARD / CONCEPT / SKILL INDICATOR	WCA.9- 10.2. WCA.9- 10.2.a.	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 text features (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, o			
STRAND STANDARD / CONCEPT / SKILL INDICATOR	WCA.9-10.2.a. WCA.9-10.2.b.	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 text features (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, o 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 and convey a style			
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR	WCA.9-10.2.a. WCA.9-10.2.b. WCA.9-10.2.b.	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 text features (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 and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while			

STANDARD / CONCEPT / SKILL	WCA.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	se technology, including current web-based communication platforms, to produce, publish, and update individual or hared writing products, taking advantage of technology's capacity to link to other information and to display formation flexibly and dynamically.			
FOCUS / COURSE	WCA.9- 10.	rades 9–10 Writing Standards for Literacy in the Content Areas [WCA]			
STRAND		Research to Build and Present Knowledge			
STANDARD / CONCEPT / SKILL	WCA.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			
STANDARD / CONCEPT / SKILL	WCA.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.			
STANDARD / CONCEPT / SKILL	WCA.9- 10.9.	braw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 leading Standard 1 for more on the use of textual evidence.)			
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]			
STRAND		Range of Writing			
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.			
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]			
STRAND		Comprehension and Collaboration			
STANDARD / CONCEPT / SKILL	SLCA.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.			
INDICATOR	SLCA.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)			
INDICATOR	SLCA.9- 10.1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.			
INDICATOR	SLCA.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.			
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]			
STRAND		Comprehension and Collaboration			
STRAND		Comprehension and Collaboration			

STANDARD /	SLCA.9-	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally)
CONCEPT/	10.2.	evaluating the credibility and accuracy of each source.
SKILL		

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

Massachusetts Curriculum Frameworks Language Arts Grade 9 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details		
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.		
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND	Integration of Knowledge and Ideas			
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		ange of Reading and Level of Text Complexity			
STANDARD / CONCEPT /	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.			

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes			
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing			
STRAND		Production and Distribution of Writing			
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	roduce clear and coherent writing in which the development, organization, and style are appropriate to task, urpose, and audience.			
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	evelop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.			
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing			
STRAND		Research to Build and Present Knowledge			
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing			
STRAND		Range of Writing			
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.			
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening			
STRAND		Comprehension and Collaboration			
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language			
STRAND		Conventions of Standard English			
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language			
STRAND		Knowledge of Language			

STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.			
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language			
STRAND		Vocabulary Acquisition and Use			
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for eading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in pathering vocabulary knowledge.			
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]			
STRAND		Key Ideas and Details			
STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.			
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.			
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an 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 presence or absence of connections between them.			
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]			
STRAND		Craft and Structure			
STANDARD / CONCEPT / SKILL	RI.9- 10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)			
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]			
STRAND		Range of Reading and Level of Text Complexity			
STANDARD / CONCEPT / SKILL	RI.9- 10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.			
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]			
STRAND		Text Types and Purposes			
STANDARD / CONCEPT / SKILL	W.9- 10.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			

INDICATOR	W.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.			
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]			
STRAND		Text Types and Purposes			
STANDARD / CONCEPT / SKILL	W.9- 10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			
INDICATOR	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			
INDICATOR	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, other information and examples appropriate to the audience's knowledge of the topic.			
INDICATOR	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.			
INDICATOR	W.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.			
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]			
STRAND		Production and Distribution of Writing			
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)			
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]			
STRAND		Production and Distribution of Writing			
STANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).			
INDICATOR	W.9- 10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).			
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]			
STRAND		Production and Distribution of Writing			
STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.			

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Know

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.9- 10.8.	When conducting research, 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.

FOCUS / COURSE

W.9-10. Grades 9-10 Writing Standards [W]

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

FOCUS / COURSE

SL.9-10. Grades 9-10 Speaking and Listening Standards [SL]

STRAND	Comprehension and Collaboration
STANDARD / SL.9- CONCEPT / 10.2. SKILL	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE

L.9-10. Grades 9-10 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9- 10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE

L.9-10. Grades 9-10 Language Standards [L]

STRAND		Conventions of Standard English
	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR

Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

L.9-10.2.c.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.6.	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.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA- H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.9- 10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details

CONCEPT/ SKILL STANDARD / CONCEPT/ SKILL FOCUS / ST.9-10.2 Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex procedure. St.9-10.2 phenomenon, or concept; provide an accurate summary of a text. FOCUS / ST.9-10.2 Grades 9-10 Reading Standards for Literacy in the Content Areas; Science and Career and Technical Concept / St.9-10. STRAND Craft and Structure STANDARD / RCA- CONCEPT / ST.9-10. Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other dospecific words and phrases as they are used in a specific scientific or technical conext relevant to grades 9-1 and topics. FOCUS / ST.9-10. Grades 9-10 Reading Standards for Literacy in the Content Areas; Science and Career and Technical Course St.9-10. STRAND Range of Reading Standards for Literacy in the Content Areas; Science and Career and Technical Course St.9-10. STRAND Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate grade/course. STRAND Procedures of text Strandards for Literacy in the Content Areas [WCA] Text Types and Purposes STRAND VCA.9- S			
CONCEPT/ SXILL RCA. Crades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technic Strandards Trandards Craft and Structure Craft and Structure Concept 10.4. Craft and Structure Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other for specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-1 and topics. FCCUS / ST.9-10. Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technic Strandards FCCUS / ST.9-10. Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technic Strandards FCCUS / ST.9-10. Grades 9-10 Reading and Level of Text Complexity Independently and proficiently read and comprehend science/lechnical texts exhibiting complexity appropriate grade/course. FCCUS / ST.9-10. Grades 9-10 Writing Standards for Literacy in the Content Areas [WCA] Text Types and Purposes FTANDARD / STANDARD / ST	CONCEPT/		Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STRAND Craft and Structure STANDARD / RCA-CONCEPT / ST9-SKILL 10.4. RCA-COURSE RCA-ST St9-SKILL 10.4. RCA-COURSE RCA-COURSE RCA-ST St9-SKILL 10.4. RCA-COURSE RCA-COURSE RCA-ST Subjects [RCA-ST] Subjects [RCA-ST] Subjects [RCA-ST] Subjects [RCA-ST] Strand Range of Reading Standards for Literacy in the Content Areas: Science and Career and Technical Course RCA-CONCEPT / ST9-SKILL 10.10. STRAND RCA-CONCEPT ST9-SKILL 10.10. STRAND RCA-CONCEPT ST9-SKILL 10.10. STRAND RCA-CONCEPT ST9-SKILL 10.10. STRAND RCA-CONCEPT ST9-SKILL 10.10. Text Types and Purposes STANDARD Crades 9-10 Writing Standards for Literacy in the Content Areas [WCA] STRAND RCA-CONCEPT ST9-SKILL 10.10. STRAND RCA-SCA-CONCEPT ST9-SKILL 10.10. STRAND RCA-SCA-CONCEPT ST9-SKILL 10.10. STRAND RCA-SCA-CONCEPT ST9-SKILL 10.10. RDICATOR RCA-CONCEPT ST9-SKILL 10.10. RDICATOR RCA-SCA-CONCEPT ST9-SKILL 10.10. RDICATOR RCA-CONCEPT ST9-SKILL 10.10. RDICATOR RCA-SCA-CONCEPT ST9-SKILL 10.10. RDICATOR RCA-CONCEPT ST9-SKILL 10.10. RDICATOR RCA-CONCEPT ST9-SKILL 10.10. RDICATOR RCA-CONCEPT ST9-SKILL 10.10. RDICATOR RCA-CONCEPT ST9-SKILL 10.1	CONCEPT/		Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
STANDARD / RCA- CONCEPT / ST9- SKILL 10.4. Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other do specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-1 and topics. FOCUS / RCA- COURSE ST.9-10. Subjects [RCA-ST] STRAND Range of Reading and Level of Text Complexity STANDARD / RCA- CONCEPT / ST9- SKILL 10.10. FOCUS / WCA-9- COURSE 10. STANDARD / CONCEPT / STANDARD / CONCEPT / SKILL 10.10. STRAND Text Types and Purposes STANDARD / CONCEPT / SKILL 10.10. STANDARD / CONCEPT / SKILL 10.10. STANDARD / CONCEPT / SKILL 10.10. Text Types and Purposes STANDARD / CONCEPT / SKILL 10.10. STANDARD / CONCEPT / SKILL 10.10. WCA-9- 10.1.1. Establish and maintain a syle appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. FOCUS / COURSE 10. Text Types and Purposes STANDARD / CONCEPT / SKILL 10.10. STRAND Text Types and Purposes STANDARD / CONCEPT / SKILL 10.10. INDICATOR WCA-9- 10.2. Introduce a topic and organize ideas, concepts, and information to make important connections and distinction include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. INDICATOR WCA-9- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotating the concepts of the discipline of the discipline in table to adding comprehension.			Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
CONCEPT / ST.9- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-1 and topics. FOCUS / ST.9-10. STRAND Range of Reading Standards for Literacy in the Content Areas: Science and Career and Technical Strandards St	STRAND		Craft and Structure
STRAND Range of Reading and Level of Text Complexity STANDARD / RCA-CONCEPT / ST.9- ST.9- SKILL 10.10. FOCUS / COURSE 10. Text Types and Purposes STANDARD / CONCEPT / SKILL 10.1. STRAND Text Types and Purposes STANDARD / CONCEPT / SKILL 10.1. STRAND Text Types and Purposes STANDARD / CONCEPT / SKILL 10.1. STRAND Text Types and Purposes STANDARD / CONCEPT / SKILL 10.1. STRAND Text Types and Purposes STANDARD / CONCEPT / SKILL 10.1. STRAND Text Types and Purposes STANDARD / CONCEPT / SKILL 10.1. STRAND Text Types and Conventions of the discipline in which they are writing. FOCUS / COURSE 10. Text Types and Purposes STANDARD / CONCEPT / SKILL 10.1. STRAND Text Types and Purposes STANDARD / CONCEPT / SKILL 10.1. Text Types and Purposes STANDARD / CONCEPT / SKILL 10.2. STRAND Text Types and Purposes STANDARD / CONCEPT / SKILL 10.2. INDICATOR WCA.9- Introduce a topic and organize ideas, concepts, and information to make important connections and distinction include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. INDICATOR WCA.9- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotait	CONCEPT/	ST.9-	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
STANDARD / RCA- CONCEPT / ST9- SKILL 10.10. FOCUS / STRAND Text Types and Purposes STANDARD / NCA.9- CONCEPT / SKILL INDICATOR WCA.9- COURSE Text Types and Purposes Standards for Literacy in the Content Areas [WCA] WCA.9- 10.1. STRAND Text Types and Purposes Standards for Literacy in the Content Areas [WCA] WCA.9- 10.1. STRAND Text Types and Purposes Standards for Literacy in the Content Areas [WCA] INDICATOR WCA.9- 10.1. STRAND Text Types and Purposes Standards for Literacy in the Content Areas [WCA] Text Types and Purposes Standards for Literacy in the Content Areas [WCA] Text Types and Purposes STANDARD / CONCEPT / 10.2. STRAND Text Types and Purposes STANDARD / CONCEPT / SKILL INDICATOR WCA.9- Introduce a topic and organize ideas, concepts, and information to make important connections and distinction include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. INDICATOR WCA.9- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotating the narration of the content facts, extended definitions, concrete details, quotating the narration facts, extended definitions, concrete details, quotating the narration of this concepts and multimedia when useful to aiding comprehension.			Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
CONCEPT / SKILL 10.10. FOCUS / COURSE 10. Text Types and Purposes STANDARD / CONCEPT / 10.1. WCA.9- CONCEPT / 10.1. WCA.9- Lestablish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. FOCUS / COURSE 10. STRAND Text Types and Purposes Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. FOCUS / COURSE 10. STRAND Text Types and Purposes STANDARD / CONCEPT / SKILL INDICATOR WCA.9- Uniformative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. INDICATOR WCA.9- Introduce a topic and organize ideas, concepts, and information to make important connections and distinction include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. INDICATOR WCA.9- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotati	STRAND		Range of Reading and Level of Text Complexity
STRAND Text Types and Purposes STANDARD / CONCEPT / SKILL INDICATOR WCA.9- 10.1. Grades 9-10 Writing Standards for Literacy in the Content Areas [WCA] Text Types and Purposes Text Types and Purposes Text Types and Purposes STANDARD / CONCEPT / 10. STRAND Text Types and Purposes STANDARD / CONCEPT / SKILL INDICATOR WCA.9- INDICATOR WCA.9- Introduce a topic and organize ideas, concepts, and information to make important connections and distinction include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. INDICATOR WCA.9- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotati	CONCEPT/	ST.9-	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
STANDARD / CONCEPT / SKILL INDICATOR WCA.9-			Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
INDICATOR WCA.9- 10.1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. WCA.9- 10. Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA] Text Types and Purposes STANDARD / CONCEPT / SKILL WCA.9- 10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. INDICATOR WCA.9- 10.2. Introduce a topic and organize ideas, concepts, and information to make important connections and distinction include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. INDICATOR WCA.9- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotati	STRAND		Text Types and Purposes
Text Types and Purposes STANDARD / CONCEPT / SKILL INDICATOR WCA.9- Introduce a topic and organize ideas, concepts, and information to make important connections and distinction include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. INDICATOR WCA.9- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotati	CONCEPT /		Write arguments focused on discipline-specific content.
STRAND Text Types and Purposes STANDARD / CONCEPT / SKILL INDICATOR WCA.9- Introduce a topic and organize ideas, concepts, and information to make important connections and distinction include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. INDICATOR WCA.9- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations.	INDICATOR		* ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '
STANDARD / CONCEPT / SKILL WCA.9- INTO CONCEPT / SKILL WCA.9- Introduce a topic and organize ideas, concepts, and information to make important connections and distinction include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. INDICATOR WCA.9- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations.			Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
INDICATOR WCA.9- 10.2.a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinction include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. INDICATOR WCA.9- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations.	STRAND		Text Types and Purposes
10.2.a. include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. INDICATOR WCA.9- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotati	CONCEPT /		
·	INDICATOR		
	INDICATOR		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 WCA.9- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a sappropriate to the discipline and context as well as to the expertise of likely readers.			Use precise language and domain-specific vocabulary to manage the complexity of the tonic and convey a style
	INDICATOR		

FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.9- 10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
		UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98

Massachusetts Curriculum Frameworks Language Arts

Grade 9 - Adopted: 2017

FOCUS / R.PK-12. College and Career Readiness Anchor Standards for Reading COURSE

STRAND	Key Ideas and Details	

STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

STANDARD / CONCEPT / SKILL	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.9- 10.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
INDICATOR	W.9- 10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
INDICATOR	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
INDICATOR	W.9- 10.3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9- 10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or
		presentations.
FOCUS / COURSE	L.9-10.	grades 9–10 Language Standards [L]
	L.9-10.	
COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND STANDARD / CONCEPT /	L.9-	Grades 9–10 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
STRAND STANDARD / CONCEPT / SKILL	L.9- 10.2.	Grades 9–10 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD / CONCEPT / SKILL | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. | INDICATOR | L.9- 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.

CONCEPT / SKILL STANDARD / WCA.9- CONCEPT / 10.6. STRAND WCA.9- COURSE TOURSE STANDARD / WCA.9- COURSE STANDARD / WCA.9- COURSE 10.6. STRAND Range of Writing WCA.9- CONCEPT / 10.6. STRAND Range of Writing WCA.9- CONCEPT / 10.6. STRAND Range of Writing STANDARD / WCA.9- CONCEPT / 10.6. STRAND STANDARD / WCA.9- CONCEPT / 10.6. STANDARD / Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting a day or two) for a range of discipline-specific tasks, purposes, and audiences. STAND Comprehension and Collaboration		
STRAND Production and Distribution of Writing STANDARD / WCA.9- CONCEPT / 10.4. purpose, and audience. STANDARD / WCA.9- CONCEPT / 10.5. purpose, and audience. STANDARD / WCA.9- CONCEPT / 10.5. purpose and audience. STANDARD / WCA.9- CONCEPT / 10.6. SKILL STANDARD / WCA.9- CONCEPT / 10.6. STANDARD / COURSE STANDARD / COURSE STANDARD / WCA.9- CONCEPT / 10.10. STANDARD / CONCEPT / 10.10. STANDARD / CONCEPT / 10.10. STANDARD / CONCEPT / 10.10. SKILL STANDARD / WCA.9- CONCEPT / 10.10. SCA.9- CONCEPT / 10.10. SCA.9- CONCEPT / 10.10. SLCA.9- CONCEPT / 10.10. SLCA.9- COURSE STANDARD / COURSE STANDARD / CONCEPT / 10.10. SLCA.9- CONCEPT / 10.10. SLCA.9- CONCEPT / 10.10. SLCA.9- CONCEPT / 10.10. SLCA.9- CONCEPT / 10.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally evaluating the credibility and accuracy of each source.	INDICATOR	
STANDARD / CONCEPT / 10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. STANDARD / WCA.9- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusion on addressing what is most significant for a specific purpose and audience. STANDARD / WCA.9- Use technology, including current web-based communication platforms, to produce, publish, and update individual shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. STRAND Range of Writing STRAND Range of Writing STANDARD / WCA.9- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting a day or two) for a range of discipline-specific tasks, purposes, and audiences. STRAND Concept / 10.0. Grades 9-10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] Comprehension and Collaboration STRAND Comprehension and Collaboration STANDARD / SLCA.9- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally evaluating the credibility and accuracy of each source.		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
CONCEPT/ SKILL STANDARD / WCA.9- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusion on addressing what is most significant for a specific purpose and audience. STANDARD / WCA.9- Use technology, including current web-based communication platforms, to produce, publish, and update individual shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. FOCUS / COURSE 10. STRAND Range of Writing STANDARD / WCA.9- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting a day or two) for a range of discipline-specific tasks, purposes, and audiences. STRAND Course 10. STRAND Comprehension and Collaboration STRAND Comprehension and Collaboration STANDARD / SLCA.9- Concept / 10.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally evaluating the credibility and accuracy of each source.	STRAND	Production and Distribution of Writing
CONCEPT / SKILL STANDARD / WCA.9- CONCEPT / 10.6. SKILL WCA.9- CONCEPT / 10.6. SKILL WCA.9- COURSE TOURSE STANDARD / WCA.9- COURSE STANDARD / CONCEPT / 10.6. STRAND COURSE STANDARD / CONCEPT / SKILL STANDARD / COURSE STANDARD / CONCEPT / SKILL COURSE STANDARD / CONCEPT / 10.2. STANDARD / COMPRENSION and Collaboration STANDARD / CONCEPT / 10.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally evaluating the credibility and accuracy of each source.	CONCEPT/	
STRAND STANDARD / COURSE STRAND STRAND STRAND COMPET / SKILL STRAND STRAND STANDARD / COURSE STRAND STRAND STRAND STRAND STRAND STRAND STRAND CONCEPT / SKILL SUCA.9- COURSE SUCA.9- COMPETENTIAL SUCA.9- COURSE SUCA.9- COURSE SUCA.9- COMPETENTIAL SUCA.9- COMPETENTIAL SUCA.9- COURSE SUCA.9- COMPETENTIAL SUCA.9- COMPETENTIAL SUCA.9- COMPETENTIAL SUCA.9- COMPETENTIAL SUCA.9- COMPETENTIAL SUCA.9- CONCEPT / 10.2. SUCA.9- CONCEPT / 10.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally evaluating the credibility and accuracy of each source.	CONCEPT/	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 Range of Writing STANDARD / WCA.9- CONCEPT / SKILL WCA.9- STRAND STANDARD / SKILL SUCA.9- COURSE Comprehension and Collaboration STANDARD / SLCA.9- CONCEPT / SLCA.9- CONCEPT / 10.2. STANDARD / SLCA.9- CONCEPT / 10.2. SUCA.9- CONCEPT / 10.2.	CONCEPT/	
STANDARD / WCA.9- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting a day or two) for a range of discipline-specific tasks, purposes, and audiences. SICA.9- Grades 9-10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] STRAND Comprehension and Collaboration STANDARD / SLCA.9- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally evaluating the credibility and accuracy of each source.		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
CONCEPT / SKILL 10.10. a day or two) for a range of discipline-specific tasks, purposes, and audiences. SKILL SLCA.9- Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] STRAND Comprehension and Collaboration STANDARD / SLCA.9- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally evaluating the credibility and accuracy of each source.	STRAND	Range of Writing
COURSE 10. STRAND Comprehension and Collaboration STANDARD / SLCA.9- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally evaluating the credibility and accuracy of each source.	CONCEPT/	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.
STANDARD / SLCA.9- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally evaluating the credibility and accuracy of each source.		Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
CONCEPT / 10.2. evaluating the credibility and accuracy of each source.	STRAND	Comprehension and Collaboration
	CONCEPT/	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
UNIT 6: SUMMARIZING MUI TIPLE REFERENCES Week 10 Page 99-112		LINIT C. CLIMMADIZING MULTIPLE DEFEDENCES W1: 40 D 00 440

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

Massachusetts Curriculum Frameworks Language Arts

Grade 9 - Adopted: 2017

FOCUS / COURSE

FOCUS /

COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an 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 presence or absence of connections between them.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.9- 10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.9- 10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	W.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

INDICATOR	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9- 10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.9- 10.8.	When conducting research, 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.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9- 10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9-	
	10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		
INDICATOR FOCUS I COURSE	10.2.	spelling when writing.
FOCUS /	L.9- 10.2.c.	Spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
FOCUS / COURSE	L.9- 10.2.c.	Spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue). Grades 9–10 Language Standards [L]
FOCUS / COURSE STRAND STANDARD / CONCEPT /	L.9- 10.2.c. L.9-10.	Spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue). Grades 9–10 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL	L.9- 10.2.c. L.9-10.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue). Grades 9–10 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.2.	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 a text.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.6.	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.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA- H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.9- 10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

STANDARD /		
CONCEPT / SKILL	RCA- ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9- 10.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA] Text Types and Purposes
COURSE		
STRAND STANDARD / CONCEPT /	10. WCA.9-	Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific
STRAND STANDARD / CONCEPT / SKILL	WCA.9- 10.2.	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 text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STRAND STANDARD / CONCEPT / SKILL INDICATOR	WCA.9- 10.2. WCA.9- 10.2.a.	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 text features (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, o
STRAND STANDARD / CONCEPT / SKILL INDICATOR	WCA.9-10.2.a. WCA.9-10.2.b.	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 text features (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, o 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 and convey a style
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR	WCA.9-10.2.a. WCA.9-10.2.b. WCA.9-10.2.b.	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 text features (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 and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while

STANDARD / CONCEPT / SKILL	WCA.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.9- 10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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

Massachusetts Curriculum Frameworks Language Arts

Grade 9 - Adopted: 2017

FOCUS / R.PK-12. College and Career Readiness Anchor Standards for Reading COURSE

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as we as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
		College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration
COURSE		
STRAND STANDARD / CONCEPT /	SL.PK- 12.2.	Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and
STRAND STANDARD / CONCEPT / SKILL FOCUS /	SL.PK- 12.2.	Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE	SL.PK- 12.2.	Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Language
STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	SL.PK-12.2. L.PK-12.	Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Language Conventions of Standard English
STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS /	SL.PK-12.2. L.PK-12.	Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / CONCEPT / SKILL	SL.PK-12.2. L.PK-12.	Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an 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 presence or absence of connections between them.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.9- 10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.9- 10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	W.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	W.9- 10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9- 10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.
		monitation noticity and dynamically.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
	W.9-10.	

STANDARD / CONCEPT / SKILL	W.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9- 10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
CONCEPT /		speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and
CONCEPT / SKILL		speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
CONCEPT I SKILL INDICATOR	10.1.	speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their
INDICATOR EXPECTATION	L.9- 10.1.a.	speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns. Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or
INDICATOR EXPECTATION EXPECTATION	L.9- 10.1.a. L.9- 10.1.b.	Sentence Structure, Variety, and Meaning Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns. Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
INDICATOR EXPECTATION EXPECTATION FOCUS / COURSE	L.9- 10.1.a. L.9- 10.1.b.	Sentence Structure, Variety, and Meaning Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns. Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. Grades 9–10 Language Standards [L]
EXPECTATION EXPECTATION FOCUS / COURSE STRAND STANDARD / CONCEPT /	L.9- 10.1.a. L.9- 10.1.b.	speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns. Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. Grades 9–10 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.2.	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 a text.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.6.	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.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	RCA- H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.9- 10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.9- 10.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9- 10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.9- 10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9- 10.2.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	WCA.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.9- 10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132
		Massachusetts Curriculum Frameworks Language Arts Grade 9 - Adopted: 2017
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas

STANDARD / R.PK- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

Range of Reading and Level of Text Complexity

STRAND

STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an 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 presence or absence of connections between them.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure

STANDARD / CONCEPT / SKILL	RI.9- 10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.9- 10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.9- 10.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	W.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.9- 10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9- 10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9- 10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	
INDICATOR		Sentence Structure, Variety, and Meaning	
EXPECTATION	L.9- 10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.	
EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]	
STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
INDICATOR	L.9- 10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).	
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]	
STRAND		Knowledge of Language	
STANDARD / CONCEPT / SKILL	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]	
STRAND		Vocabulary Acquisition and Use	
ST ANDARD / CONCEPT / SKILL	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
INDICATOR	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]	
STRAND		Key Ideas and Details	
STANDARD / CONCEPT / SKILL	RCA- H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	

STANDARD / CONCEPT / SKILL	RCA- H.9-10.2.	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 a text.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which determined they include and emphasize in their respective accounts.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA- H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital tex
STANDARD / CONCEPT / SKILL	RCA- H.9-10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.9- 10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate the grade/course.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STANDARD / CONCEPT /	RCA- ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
SKILL		

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9- 10.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
5		Text Types and Fulposes
STANDARD / CONCEPT / SKILL	WCA.9- 10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
STANDARD / CONCEPT /		Write informative/explanatory texts, including the narration of historical events, scientific
ST ANDARD / CONCEPT / SKILL	10.2. WCA.9-	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 text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding
ST ANDARD / CONCEPT / SKILL	WCA.9- 10.2.a.	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 text features (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
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR	WCA.9- 10.2.a. WCA.9- 10.2.b.	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 text features (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 and convey a style
ST ANDARD I CONCEPT I SKILL INDICATOR INDICATOR	WCA.9-10.2.b. WCA.9-10.2.b.	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 text features (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 and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR INDICATOR FOCUS /	WCA.9-10.2.d. WCA.9-10.2.b. WCA.9-10.2.d.	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 text features (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 and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.9- 10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
		UNIT 7: INVENTIVE WRITING Week 13 Page 133-138
		•

Massachusetts Curriculum Frameworks

Massachusetts Curriculum Frameworks Language Arts

Grade 9 - Adopted: 2017

FOCUS / COURSE

STRAND

R.PK-12. College and Career Readiness Anchor Standards for Reading

Text Types and Purposes

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	W.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS /	W.9-10.
COURSE	

W.9-10. Grade	s 9–10 Writing	Standards [W]
---------------	----------------	---------------

STRAND		Text Types and Purposes	
STANDARD / CONCEPT / SKILL	W.9- 10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
INDICATOR	W.9- 10.2.a.	ntroduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
INDICATOR	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
INDICATOR	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	
INDICATOR	W.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	
INDICATOR	W.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).	
INDICATOR	W.9- 10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).	
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.	

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Know

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.9- 10.8.	When conducting research, 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.

FOCUS / COURSE

W.9-10. Grades 9-10 Writing Standards [W]

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

FOCUS / COURSE

SL.9-10. Grades 9-10 Speaking and Listening Standards [SL]

STRAND	Comprehension and Collaboration
STANDARD / SL.9- CONCEPT / 10.2. SKILL	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE

L.9-10. Grades 9-10 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9- 10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE

L.9-10. Grades 9-10 Language Standards [L]

STRAND		Conventions of Standard English
	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR

Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

L.9-10.2.c.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9- 10.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT /	WCA.9- 10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SKILL	10.2.	procedures/experiments, or technical processes.
	WCA.9- 10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SKILL	WCA.9-	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding
SKILL	WCA.9- 10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (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	WCA.9- 10.2.a. WCA.9- 10.2.b.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (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 and convey a style
INDICATOR INDICATOR INDICATOR	WCA.9- 10.2.a. WCA.9- 10.2.b. WCA.9- 10.2.d.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (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 and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while
INDICATOR INDICATOR INDICATOR	WCA.9-10.2.a. WCA.9-10.2.b. WCA.9-10.2.d. WCA.9-10.2.e.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (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 and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR	WCA.9-10.2.a. WCA.9-10.2.b. WCA.9-10.2.d. WCA.9-10.2.e.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (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 and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. 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).

SKILL

STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.9- 10.8.	When conducting research, 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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
		UNIT 7: INVENTIVE WRITING Week 14 Page 139-144

UNIT 7: INVENTIVE WRITING Week 14 Page 139-144

Massachusetts Curriculum Frameworks Language Arts

Grade 9 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STANDARD / WPK- CONCEPT 124. Produce clear and coherent writing in which the development, organization, and syle are appropriate to task. STANDARD / WPK- CONCEPT 125. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CONCEPT 125. STANDARD / WPK- CONCEPT 125. UPK- CONCEPT 126. WPK- CONCEPT 126. WPK- CONCEPT 127. UPK- CONCEPT 127. UPK- CONCEPT 128. WPK- CONCEPT 128. WPK- CONCEPT 128. STANDARD / WPK- CONCEPT 129. Single sitting or a day or two) for a range of tasks, purposes, and audiences. STANDARD / STAND			
DONCEPT 124. purpose, and audience. STANDARD / W.PK. DONCEPT 125. STANDARD / W.PK. DONCEPT 125. STANDARD / W.PK. DONCEPT 126. STANDARD / W.PK. DONCEPT 127. STANDARD / D. SL.PK. DONCEPT 127. STANDARD / D. SL.PK. DONCEPT 127. STANDARD / D. SL.PK. DONCEPT / D. SL.PK. D. SL.	STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / 125. SKILL STANDARD / WPK- SKILL W.PK-12. College and Career Readiness Anchor Standards for Writing STANDARD / DURSE STANDARD / WPK- STANDARD / 12.0. Wife 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. SL.PK- COICUS / SL.PK- COICUS / 12.0. STANDARD / DURSE STANDARD / SL.PK- CONCEPT / 12.2. STRAND Comprehension and Collaboration STANDARD / 12.2. STRAND Comprehension and Collaboration STANDARD / 12.2. STRAND COUCUS / COUNCEPT / DURSE STANDARD / L.PK- CONCEPT / 12.2. College and Career Readiness Anchor Standards for Speaking and Listening COULS / COUNCEPT / Orally. STANDARD / L.PK- CONCEPT / 12.2. College and Career Readiness Anchor Standards for Language Conventions of Standard English Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing COUCUS / STANDARD / L.PK- STANDARD	STANDARD / CONCEPT / SKILL		
COURSE WPK-12. College and Career Readiness Anchor Standards for Writing Range of Writing WPK-12. College and Career Readiness Anchor Standards for Writing WPK-12. Concept/ 12.0. With routinely over extended time frames (time for research, reflection, and revision) and shorler time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. SLPK-12. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration STANDARD / SLPK-12. COMPrehension and Collaboration STANDARD / SLPK-12. COURSE LPK-12. College and Career Readiness Anchor Standards for Language Conventions of Standard English Conventions of Standard English Conventions of Standard English STANDARD / LPK-12. Conventions of Standard English STANDARD / LPK-12. Conventions of Standard English Capitalization, punctuation, and spelling when writing standard in the conventions of standard English capitalization, punctuation, and spelling when writing standard in the conventions of standard English capitalization in punctuation, and spelling when writing standard in the conventions of standard English capitalization in punctuation, and spelling when writing standard in the conventions of standard English capitalization in punctuation, and spelling when writing standard in the conventions of standard English capitalization in punctuation, and spelling when writing standard in the convention of standard English capitalization in punctuation, and spelling when writing standards [W] STANDARD / W9-10. Grades 9-10 Writing Standards [W] W9-10. Grades 9-10 Writing Standards [W] W9-10. Grades 9-10 Writing Standards [W]	STANDARD / CONCEPT / SKILL		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / WPK- CONCEPT / 12.10. 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. SKILL COUS / 12.10. SI_PK- CONCEPT / 12.10. College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / CONCEPT / 12.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. STANDARD / CONCEPT / 12.2. College and Career Readiness Anchor Standards for Language COUS / LPK-12. College and Career Readiness Anchor Standards for Language Conventions of Standard English STANDARD / CONCEPT / 12.2. STRAND Conventions of Standard English STANDARD / LPK- 12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing CONCEPT / 12.2. W.9-10. Grades 9-10 Writing Standards [W] Wirte arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using walld reasoning and relevant and sufficient evidence. W.9- 10.1d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	STANDARD / CONCEPT / SKILL		Use technology to produce and publish writing and to interact and collaborate with others.
WPK- CONCEPT / 12:10. 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. SCOUS / 12:0. SCOUS / 12:0. COURSE 12. Comprehension and Collaboration CONCEPT / 12:1. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CONCEPT / 12:1. COURSE LPK-12. College and Career Readiness Anchor Standards for Language COURSE LPK-12. COURSE LPK-12. College and Career Readiness Anchor Standards for Language CONCEPT / 12:1. COURSE W.9-10. Grades 9-10 Writing Standards [W] W.9-10. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. W.9-10. Grades 9-10 Writing Standards [W] Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
SLPK- COURSE 12. Comprehension and Collaboration STANDARD / SLPK- CONCEPT / 12. Convertions of Standard English Conventions of Standard English capitalization, punctuation, and spelling when writing STANDARD / CONCEPT / 12. STRAND Conventions of Standards [W] Text Types and Purposes STANDARD / W.9- 10.1. STANDARD / W.9- 10.1. Concol of standard (Standards) W.9- 10.1. STANDARD / CONCEPT / 12. Conventions of Standards (Standards) STANDARD / CONCEPT / 12. STANDARD / CONCEPT / 12. Concol of standard (Standards) STANDARD / CONCEPT / 12. STANDARD / CONCEPT / 12. Concol of standards (Standards) STANDARD / CONCEPT / 12. Concol of standards (Standards) STANDARD / CONCEPT / 12. STANDARD / Concol of standards (Standards) STANDARD / Concol of	STRAND		Range of Writing
Comprehension and Collaboration STANDARD / SLPK- CONCEPT / 12.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SCOURSE LPK-12. College and Career Readiness Anchor Standards for Language Conventions of Standard English STANDARD / LPK- CONCEPT / 12.2. SKILL COURSE W.9-10. Grades 9-10 Writing Standards [W] Text Types and Purposes STANDARD / LPK- CONCEPT / 10.1. STANDARD / COURSE Text Types and Purposes STANDARD / LPK- CONCEPT / 10.1. SKILL W.9- CONCEPT / 10.1. STANDARD / CONCEPT / 10.1. SKILL W.9- CONCEPT / 10.1. SKILL SCOURSE W.9- CONCEPT / 10.1. SKILL CONCEPT / 10.1. SKILL W.9- CONCEPT / 10.1. SKILL CONCEPT / 10.1. SKILL CONCEPT / 10.1. SKILL CONCEPT / 10.1. SKILL CONCEPT / 10.1. SKI	STANDARD / CONCEPT / SKILL		· · · · · · · · · · · · · · · · · · ·
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and constitutions. Integrate and evaluate information presented in diverse media and formations, including visually, quantitatively, and constitutions. Integrate Andrea Andrea Experiments (e.g., especially). Integrate Andrea Experiments (e.g., especy and experiments (e.g., especy and experiments). Integrate Andrea Experiments (e.g., especy and experiments). Integrate Andrea Experiments (e.g., especy and experiments). Integrate Andrea Experiments (e.g., especy andrea Experiments). Integrate Andrea Experiments (e.g., especy andrea Experiments). Integrate Andr	FOCUS / COURSE		College and Career Readiness Anchor Standards for Speaking and Listening
COUS / COURSE L.PK-12. College and Career Readiness Anchor Standards for Language Conventions of Standard English Conventions of Standard English ETANDARD / L.PK. CONCEPT / 12.2. SKILL COULS / COURSE W.9-10. Grades 9-10 Writing Standards [W] Text Types and Purposes STANDARD / CONCEPT / 10.1. Wife arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.9- INDICATOR W.9- 10.1. Grades 9-10 Writing Standards [W] Wife arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.9- 10.1. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. W.9-10. Grades 9-10 Writing Standards [W]	STRAND		Comprehension and Collaboration
CONCEPT / 12.2. STRAND Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing CONCEPT / 12.2. SKILL COCUS / W.9-10. Grades 9-10 Writing Standards [W] Text Types and Purposes STANDARD / CONCEPT / 10.1. Wife arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. INDICATOR W.9- Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	STANDARD / CONCEPT / SKILL		
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing 12.2. SKILL W.9-10. Grades 9-10 Writing Standards [W] Text Types and Purposes STANDARD / CONCEPT / 10.1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NDICATOR W.9- Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
CONCEPT / SKILL COCUS / W.9-10. Grades 9-10 Writing Standards [W] Text Types and Purposes STANDARD / CONCEPT / 10.1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. INDICATOR W.9- Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	STRAND		Conventions of Standard English
Text Types and Purposes STANDARD /	STANDARD / CONCEPT / SKILL		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / 10.1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. INDICATOR W.9- Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. SOCUS / W.9-10. Grades 9-10 Writing Standards [W]	FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
ANDICATOR W.9- 10.1. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. W.9-10. Grades 9-10 Writing Standards [W]	STRAND		Text Types and Purposes
10.1.d. attending to the norms and conventions of the discipline in which they are writing. COCUS / COURSE W.9-10. Grades 9–10 Writing Standards [W]	STANDARD / CONCEPT / SKILL		
COURSE	INDICATOR		
STRAND Text Types and Purposes	FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
	STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	W.9- 10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	W.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9- 10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT/ W3-10. 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 requiry when appropriat; synthesize multiple sources on the subject contentionaling uncertainting of the subject under investigation under the requiry when appropriat; synthesize multiple sources on the subject contentions and contentions of the conventions of standard from multiple authoritative print and digital sources, using advanced searches effectively; assess the use titness of each source in answering the research question interded to the collection. FOCUS / Vite recommendation of the conventions of standard form multiple authoritative print and digital sources, using advanced searches effectively; to maintain the flow of ideas, avoiding plugiarism and following a standard formal for collection. FOCUS / Vite recommendation of the conventions of the standard search of the standard s			
SKILL SKIL	CONCEPT/	W.9-10.7.	question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the
STRAND STANDARD / W.9- CONCEPT / 10.10. SKILL SL.9-10. Grades 9-10 Speaking and Listening Standards [SL] Course STRAND Comprehension and Collaboration STANDARD / 10.2. STRAND Comprehension and Collaboration STANDARD / 10.2. STRAND Concept / 10.2. STRAND Concept / 10.2. STRAND Conventions of Standard English STANDARD / 10.1. STANDARD / 10.2. STRAND Conventions of Standard English STANDARD / 10.1. STANDARD / 10.2. STRAND Conventions of Standard English STANDARD / 10.1. STRAND STANDARD / 10.1. STRAND Conventions of Standard English STANDARD / 10.1. STANDARD / 10.1. STANDARD / 10.1. STRAND STANDARD / 10.1. Manipulate and rearrange clauses and physases in sentences, paying attention to agreements of pronouns and their ameceders, logical use of verb tenses, and variety in sentence patterns. EXPECTATION L9 Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. STANDARD / 10.2. STRAND Conventions of Standard English STANDARD / 10.2. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue). INDICATOR L9- 10.2. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).	CONCEPT/		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
STANDARD / SKILL Withe 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. SL9-10. Grades 9-10 Speaking and Listening Standards [SL] COMEDTY STANDARD / SL9- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. STANDARD / CONCEPT/ 10.2. Grades 9-10 Language Standards [L] COURSE STANDARD / CONCEPT/ 10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9-10 Witting Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) EXPECTATION L9- Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns. EXPECTATION L9- Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, despendent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations STANDARD / COURSE STANDARD / CONCEPT / 10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. STANDARD / 10.2. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).		W.9-10.	Grades 9–10 Writing Standards [W]
STRAND Course SL9-10. Grades 9-10 Speaking and Listening Standards [SL] Comprehension and Collaboration STANDARD / SL9- 10-2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. STRAND CONCEPT/ 10-2. SKILL STRAND Conventions of Standard English STANDARD / CONCEPT / 10-1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9-10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) INDICATOR EXPECTATION L9- 10-1a. Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns. EXPECTATION L9- 10-1b. Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentiations. STRAND Conventions of Standard English STANDARD / CONCEPT / 10-2. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue). FOCUS / L9-10. Grades 9-10 Language Standards [L] FOCUS / L9-10. Grades 9-10 Language Standards [L] FOCUS / L9-10. Grades 9-10 Language Standards [L]	STRAND		Range of Writing
COURSE STRAND Comprehension and Collaboration STANDARD / SL9- CONCEPT / 10.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. SKILL FOCUS / COURSE L.9-10. Grades 9-10 Language Standards [L] Conventions of Standard English STANDARD / CONCEPT / 10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9-10 writing Standard S and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning EXPECTATION L.9- 10.1a. Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns. EXPECTATION L.9- 10.1b. Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. FOCUS / COURSE STRAND Conventions of Standard English STANDARD / Conventions of Standard English SPECUS / L.9-10. Grades 9-10 Language Standards [L] Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).	CONCEPT/		
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), cONCEPT / SKILL 10.2. Evaluating the credibility and accuracy of each source.		SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
CONCEPT/ SKILL 10.2. evaluating the credibility and accuracy of each source. SKILL	STRAND		Comprehension and Collaboration
STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9-10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) INDICATOR Sentence Structure, Variety, and Meaning EXPECTATION L9- 10.1.a. Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns. EXPECTATION L9- Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. FOCUS / COURSE STRAND Conventions of Standard English STANDARD / CONCEPT / 10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue). FOCUS / L.9-10. Grades 9-10 Language Standards [L]	CONCEPT/		
STANDARD / CONCEPT / SKILL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9-10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) INDICATOR		L.9-10.	Grades 9–10 Language Standards [L]
DONCEPT SKILL 10.1. Speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) INDICATOR Sentence Structure, Variety, and Meaning	STRAND		Conventions of Standard English
EXPECTATION L.9- 10.1.a. Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns. EXPECTATION L.9- 10.1.b. Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. FOCUS / COURSE L.9-10. Grades 9-10 Language Standards [L] STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL L.9- 10.2. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue). FOCUS / L.9-10. Grades 9-10 Language Standards [L]	CONCEPT /		speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and
EXPECTATION L.9- Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. FOCUS / COURSE STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL L.9- 10.2. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue). FOCUS / L.9-10. Grades 9-10 Language Standards [L]	INDICATOR		Sentence Structure, Variety, and Meaning
to understand to writing or presentations. L.9-10. Grades 9-10 Language Standards [L] STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue). FOCUS / L.9-10. Grades 9-10 Language Standards [L]	EXPECTATION		
STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL INDICATOR L.9- 10.2. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue). FOCUS / L.9-10. Grades 9-10 Language Standards [L]	EXPECTATION		dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or
STANDARD / CONCEPT / SKILL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. SPELL Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue). 10.2.c. FOCUS / L.9-10. Grades 9-10 Language Standards [L]		L.9-10.	Grades 9–10 Language Standards [L]
INDICATOR L.9- 10.2. Spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue). FOCUS / L.9-10. Grades 9-10 Language Standards [L]	STRAND		Conventions of Standard English
10.2.c. FOCUS / L.9-10. Grades 9-10 Language Standards [L]	CONCEPT /		
	INDICATOR		Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
		L.9-10.	Grades 9–10 Language Standards [L]

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9- 10.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
OCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9- 10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.9- 10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9- 10.2.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	WCA.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	WCA.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
OCUS /	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, 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.

FOCUS /	WCA.9-	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
COLIDSE	10	

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.9- 10.8.	When conducting research, 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.

FOCUS / WCA.9- Grades 9-10 Writing Standards for Literacy in the Content Areas [WCA] COURSE 10.

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.

FOCUS / SLCA.9- Grades 9-10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] COURSE 10.

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

UNIT 7: INVENTIVE WRITING Week 15 Page 145-160

Massachusetts Curriculum Frameworks Language Arts

Grade 9 - Adopted: 2017

FOCUS / COURSE

STRAND

R.PK-12. College and Career Readiness Anchor Standards for Reading

Craft and Structure

COURSE		
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
STANDARD / CONCEPT / SKILL	R.PK- 12.6.	Assess how point of view or purpose shapes the content and style of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / W.PK-12. College and Career Readiness Anchor Standards for Writing COURSE

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / W.PK-12. College and Career Readiness Anchor Standards for Writing COURSE

STRAND	Research to Build and Present Knowledge	
--------	---	--

STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD / CONCEPT / SKILL	RL.9- 10.6.	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.9- 10.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.9- 10.9.	Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
INDICATOR	W.9- 10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
INDICATOR	W.9-	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop

10.3.b.

experiences, events, and/or characters.

INDICATOR	W.9- 10.3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
INDICATOR	W.9- 10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9- 10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which detail they include and emphasize in their respective accounts.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusin on addressing what is most significant for a specific purpose and audience.
STANDARD /	WCA.9- 10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual contents shared writing products, taking advantage of technology's capacity to link to other information and to display
CONCEPT / SKILL	10.0.	information flexibly and dynamically.

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
		UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182

Massachusetts Curriculum Frameworks Language Arts

Grade 9 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE

$\hbox{R.PK-12. College and Career Readiness Anchor Standards for Reading } \\$

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND	Range of Reading and Level of Text Complexity	
STRAND	Range of Reading and Level of Text Complexity	

STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an 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 presence or absence of connections between them.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure

STANDARD /		
CONCEPT / SKILL	RI.9- 10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.9- 10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, a perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	W.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR		distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to
	10.2.a. W.9-	distinctions; include text features (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, quotation
INDICATOR	W.9- 10.2.b.	distinctions; include text features (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, quotation other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9- 10.2.b. W.9- 10.2.d.	distinctions; include text features (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, quotation 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. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR INDICATOR	W.9- 10.2.b. W.9- 10.2.d. W.9- 10.2.e.	distinctions; include text features (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, quotation 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. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presente
INDICATOR INDICATOR INDICATOR FOCUS I	W.9- 10.2.b. W.9- 10.2.d. W.9- 10.2.e.	distinctions; include text features (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, quotation 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. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presente (e.g., articulating implications or the significance of the topic).

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9- 10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9- 10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9- 10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	RCA- H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.2.	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 a text.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which detail they include and emphasize in their respective accounts.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA- H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.9- 10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

CTDAND		Oneft and Chrystone
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9- 10.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9- 10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.9- 10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9- 10.2.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	WCA.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	WCA.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
		Production of Production of Production
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / 10.6. STRAND WCA.9- CONCEPT / 10.6. STRAND Research to Build and Present Knowledge STANDARD / CONCEPT / 10.7. SKILL WCA.9- CONCEPT / 10.7. STRAND Research to Build and Present Knowledge STANDARD / CONCEPT / 10.7. STANDARD / CONCEPT / 10.7. STANDARD / CONCEPT / 10.7. STANDARD / CONCEPT / 10.8. STANDARD / WCA.9- CONCEPT / 10.8. STANDARD / WCA.9- CONCEPT / 10.8. STANDARD / CONCEPT / 10.8. STANDARD / CONCEPT / 10.8. STANDARD / CONCEPT / 10.9. STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / 10.9. STANDARD / CONCEPT / 10.9. STANDARD / CONCEPT / 10.9. STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / 10.9. STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SK		
STRAND Research to Build and Present Knowledge STANDARD / CONCEPT / SKILL TO A SUBJECT / SKILL STANDARD / WCA.9- 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. STANDARD / WCA.9- CONCEPT / 10.8. When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. STANDARD / WCA.9- Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.) STRAND Rol / WCA.9- Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA] STRAND Rol / WCA.9- CONCEPT / 10.10. SICA.9- To Speaking and Listening Standards for Literacy in the Content Areas [SLCA] CONCEPT / 10.10. SICA.9- Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] CONCEPT / 10.10. SICA.9- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	CONCEPT/	shared writing products, taking advantage of technology's capacity to link to other information and to display
STANDARD / CONCEPT / SILL STANDARD / SILCA 9- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
CONCEPT / SKILL 10.7. 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. STANDARD / WCA.9- CONCEPT / 10.8. 4 was advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. STANDARD / WCA.9- CONCEPT / SKILL FOCUS / Reading Standard 1 for more on the use of textual evidence.) STRAND Range of Writing STANDARD / WCA.9- CONCEPT / SKILL STRAND Range of Writing STANDARD / WCA.9- CONCEPT / SKILL STANDARD / CONCEPT / SCICA.9- CONCEPT / SCICA.9- CONCEPT / STANDARD / CONCEPT / SCICA.9- CONCEPT / STANDARD / CONCEPT / STANDARD / CONCEPT / STANDARD / CONCEPT / STANDARD / CONCEPT / SCICA.9- CO	STRAND	Research to Build and Present Knowledge
CONCEPT / SKILL 10.8. advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. STANDARD / WCA.9- Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 CONCEPT / SKILL FOCUS / Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA] STRAND Range of Writing STANDARD / WCA.9- Unite 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. SLCA.9- Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] STRAND Comprehension and Collaboration STANDARD / SLCA.9- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	CONCEPT/	question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the
CONCEPT / SKILL FOCUS / COURSE 10.9 Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA] STRAND Range of Writing STANDARD / CONCEPT / 10.10. WCA.9- SLCA.9- Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] FOCUS / COURSE SLCA.9- Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] STRAND Comprehension and Collaboration STANDARD / SLCA.9- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	CONCEPT/	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
STRAND Range of Writing STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / Comprehension and Collaboration STANDARD / CONCEPT / CONCEPT / CONCEPT / COURSE STRAND STRAND Comprehension and Collaboration STANDARD / CONCEPT / CONCE	CONCEPT/	
STANDARD / CONCEPT / SKILL WCA.9- 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. SLCA.9- Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] STRAND Comprehension and Collaboration STANDARD / SLCA.9- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
CONCEPT / SKILL 10.10. a day or two) for a range of discipline-specific tasks, purposes, and audiences. FOCUS / COURSE SLCA.9- Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] STRAND Comprehension and Collaboration STANDARD / SLCA.9- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	STRAND	Range of Writing
COURSE 10. STRAND Comprehension and Collaboration STANDARD / SLCA.9- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	CONCEPT/	
STANDARD / SLCA.9- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) CONCEPT / 10.2. evaluating the credibility and accuracy of each source.		Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
CONCEPT / 10.2. evaluating the credibility and accuracy of each source.	STRAND	Comprehension and Collaboration
	CONCEPT/	

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

Massachusetts Curriculum Frameworks Language Arts

Grade 9 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE

STANDARD /

CONCEPT/

SKILL

W.PK-

12.5.

R.PK-12. College and Career Readiness Anchor Standards for Reading

COURSE		
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	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 new approach.

STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
		College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration
COURSE		
STRAND STANDARD / CONCEPT /	SL.PK- 12.2.	Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and
STRAND STANDARD / CONCEPT / SKILL FOCUS /	SL.PK- 12.2.	Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE	SL.PK- 12.2.	Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Language
STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	SL.PK-12.2. L.PK-12.	Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Language Conventions of Standard English
STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS /	SL.PK-12.2. L.PK-12.	Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / CONCEPT / SKILL	SL.PK-12.2. L.PK-12.	Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an 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 presence or absence of connections between them.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.9- 10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.9-10.7.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized or deemphasized in each account.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.9- 10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

INDICATOR	W.9- 10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
INDICATOR	W.9- 10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	W.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	W.9- 10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
INDICATOR	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9- 10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9- 10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.2.	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 a text.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

Determine the meaning of general academic and domain-specific words and phrases as they are used in a text,

 $\hbox{H.9-10.4.} \quad \text{including vocabulary describing political, social, or economic aspects of history/social studies.}$

STRAND

STANDARD /

CONCEPT/

SKILL

RCA-

Craft and Structure

STANDARD / CONCEPT / SKILL	RCA- H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.6.	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.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA- H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.9- 10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9- 10.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.9- 10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims/critiques, and create an organization that establishes clear relationships among the claim(s), counterclaims/critiques, reasons, and evidence.
INDICATOR	WCA.9- 10.1.b.	Develop claim(s) and counterclaims/critiques fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	WCA.9- 10.1.c.	Use words, phrases, and clauses with precision to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims/critiques.
INDICATOR	WCA.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	WCA.9- 10.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
		Text Types and Fulposes
STANDARD / CONCEPT / SKILL	WCA.9- 10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
STANDARD / CONCEPT /		Write informative/explanatory texts, including the narration of historical events, scientific
STANDARD / CONCEPT / SKILL	10.2. WCA.9-	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while
STANDARD / CONCEPT / SKILL INDICATOR	WCA.9- 10.2.e.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
STANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE	WCA.9- 10.2.e.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT /	WCA.9- 10.2.e. WCA.9- 10.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA] Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
STANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / CONC	WCA.9- 10.2.e. WCA.9- 10.4.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA] Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display

STANDARD / CONCEPT / SKILL	WCA.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.9- 10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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

Massachusetts Curriculum Frameworks Language Arts

Grade 9 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / R.PK-12. College and Career Readiness Anchor Standards for Reading COURSE

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

FOCUS /	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
COURSE		

10.1.e.

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an 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 presence or absence of connections between them.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.9- 10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.9- 10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.9- 10.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	W.9- 10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
INDICATOR	W.9- 10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	W.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	W.9-	Provide a concluding statement or section that follows from and supports the argument presented.

FOCUS /	W.9-10.	Grades 9–10 Writing Standards [W]
COLIBEE		

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, of other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	W.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
INDICATOR	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9- 10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9- 10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.a.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
INDICATOR	L.9- 10.2.b.	Use a colon to introduce a list or quotation.

INDICATOR	L.9- 10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).		
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]		
STRAND		Knowledge of Language		
STANDARD / CONCEPT / SKILL	L.9- Apply knowledge of language to understand how language functions in different contexts, to reflective choices for meaning or style, and to comprehend more fully when reading or listening			
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.		
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]		
STRAND		Vocabulary Acquisition and Use		
STANDARD / CONCEPT / SKILL	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.		
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
INDICATOR	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]		
STRAND		Key Ideas and Details		
STANDARD / CONCEPT / SKILL	RCA- H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.		
STANDARD / CONCEPT / SKILL	RCA- H.9-10.2.	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 a text.		
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]		
STRAND		Craft and Structure		
STANDARD / CONCEPT / SKILL	RCA- H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.		
STANDARD / CONCEPT / SKILL	RCA- H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.		

FOCUS /	RCA-H.9- Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
COURSE	10

STANDARD / RCA- CONCEPT / RCA- CONCEPT / RCA- COUNCED / RCA- COUNCED / RCA- STANDARD / RCA- COUNCED / RCA- CONCED / RCA- COUNCED / RCA- COUNC	STRAND		Integration of Knowledge and Ideas
CONCEPT / SKILL RCA-H.9- Grades 9-10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] RCA-H.9- Grades 9-10 Reading and Level of Text Complexity Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. RCA-CONCEPT / H9- SKILL 10.10. RCA-CONSE ST.9-10. Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] Key Ideas and Details Key Ideas and Details STANDARD / RCA- Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. STANDARD / ST3-10.1. explanations or descriptions. STANDARD / RCA- Determine the certifial ideas or conclusions of a text, trace a text/s explanation or depiction of a complex process, phenomenon, or concept, provide an accurate summary of a text. FOCUS / ST3-10.2. phenomenon, or concept, provide an accurate summary of a text. STANDARD / RCA- Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] STRAND Craft and Structure Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. RCA-CONCEPT / ST3-ST3-10. Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Strandard RCA-CONCEPT / ST3-ST3-10. Independently and proficiently read and comprehend science/bechnical texts exhibiting complexity appropriate for the grade/course. STANDARD / RCA-CONCEPT / ST3-ST3-10. Subjects [RCA-ST] STRAND Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend science/bechnical texts exhibiting complexity appropriate for the grade/course.	CONCEPT/		Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
STRAND RACA- CONCEPT/ SKILL RCA- TH9- Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. RCA- CONCEPT/ STRAND RCA- ST.9-10. Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] STRAND Key Ideas and Details Key Ideas and Details STANDARD / RCA- Concept / ST9-10.1. STANDARD / RCA- CONCEPT / SKILL STANDARD / RCA- CONCEPT / ST9-10.2. Determine the central ideas or conclusions of a text trace a texts explanation or depiction of a complex process, when the content Areas: Science and Career and Technical Standards for Literacy in the Content Areas: Science and Career and Technical Standards for Literacy in the Content Areas: Science and Career and Technical Standards for Literacy in the Content Areas: Science and Career and Technical Standards for Literacy in the Content Areas: Science and Career and Technical Standards for Literacy in the Content Areas: Science and Career and Technical Standards for Literacy in the Content Areas: Science and Career and Technical Standards for Literacy in the Content Areas: Science and Career and Technical Standards for Literacy in the Content Areas: Science and Career and Technical Concept for Standards and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. STRAND Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. STANDARD / RCA- CONCEPT / ST3- SKILL Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. STRAND Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.	CONCEPT/		Compare and contrast treatments of the same topic in several primary and secondary sources.
STANDARD / RCA- CONCEPT / ST.9-10. STANDARD / RCA- CONCEPT / ST.9-10. STANDARD / RCA- CONCEPT / ST.9-10. STANDARD / RCA- CONCEPT / ST.9-10.2. STANDARD / RCA- CONCEPT / ST.9-10.3. STANDARD / RCA- CONCEPT / ST.9-10.4. ST.9-10.5. STANDARD / RCA- CONCEPT / ST.9-10.5. ST.9-10.6. ST.9-10.6. ST.9-10.7. ST.9-10.7. ST.9-10.7. ST.9-10.8. ST.9-10.8. ST.9-10.9. ST			Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
CONCEPT/ SKILL 10.10. the grade/course. FOCUS / COURSE RCA- COURSE RCA- ST.9-10. Subjects [RCA-ST] STRAND Key Ideas and Details STANDARD / CONCEPT / ST.9-10.1 STANDARD / CONCEPT / ST.9-10.2 POCUS / COURSE ST.9-10.2 STRAND RCA- CONCEPT / ST.9-10.2 STRAND RCA- CONCEPT / ST.9-10.2 STRAND Betermine the central ideas or conclusions of a text, trace a text's explanation or depiction of a complex process, phenomenon, or concept, provide an accurate summary of a text. STRAND Craft and Structure STANDARD / CONCEPT / ST.9-10.2 STRAND Craft and Structure STANDARD / CONCEPT / ST.9- SKILL STANDARD / CONCEPT / ST.9- SKILL STANDARD / CONCEPT / ST.9- STRAND Craft and Structure STANDARD / CONCEPT / ST.9- SKILL ST.9-10. Subjects [RCA-ST] STRAND RCA- CONCEPT / ST.9- SKILL ST.9-10. Subjects [RCA-ST] STRAND RCA- CONCEPT / ST.9- SKILL ST.9-10. Subjects [RCA-ST] STRAND RCA- CONCEPT / ST.9- SKILL ST.9-10. Subjects [RCA-ST] STRAND RCA- CONCEPT / ST.9- SKILL ST.9-10. Subjects [RCA-ST] STRAND RCA- CONCEPT / ST.9- SKILL ST.9-10. Subjects [RCA-ST] STRAND RCA- CONCEPT / ST.9- STRAND RCA- ST.9-10. Subjects [RCA-ST] STRAND RCA- ST.9-10. Subjects [RCA-ST] STRAND RCA- ST.9-10. Subjects [RCA-ST] RCA- ST.9-10. Subjects [RCA-ST] STRAND RCA- ST.9	STRAND		Range of Reading and Level of Text Complexity
STRAND Key Ideas and Details STANDARD / RCA- Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. STANDARD / ST.9-10.1. STANDARD / RCA- Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, ST.9-10.2. phenomenon, or concept; provide an accurate summary of a text. STRAND RCA- Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] STRAND Craft and Structure STANDARD / RCA- Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. FOCUS / ST.9-10. STRAND RCA- Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] STRAND RCA- Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] STRAND RAnge of Reading and Level of Text Complexity Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. FOCUS / ST.9-10. FOCUS / ST.9-10 Writing Standards for Literacy in the Content Areas [WCA]	CONCEPT/	H.9-	
STANDARD / RCA- CONCEPT / ST.9-10.1. explanations or descriptions. STANDARD / RCA- CONCEPT / ST.9-10.2. Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, ST.9-10.2. phenomenon, or concept; provide an accurate summary of a text. FOCUS / ST.9-10. Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical subjects [RCA-ST] STRAND Craft and Structure STANDARD / RCA- CONCEPT / ST.9- SKILL 10.4. Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. FOCUS / ST.9-10. Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical subjects [RCA-ST] STRAND RCA- Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] STRAND Range of Reading and Level of Text Complexity STANDARD / RCA- CONCEPT / ST.9- SKILL 10.10. Grades 9-10 Writing Standards for Literacy in the Content Areas [WCA] FOCUS / ST.9- SKILL 10.10.			
CONCEPT/ SKILL ST.9-10.1. explanations or descriptions. STANDARD / RCA- Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, CONCEPT/ SKILL FOCUS / ST.9-10.2. phenomenon, or concept; provide an accurate summary of a text. FOCUS / ST.9-10. Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] STRAND Craft and Structure STANDARD / RCA- Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. FOCUS / ST.9-10. Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] STRAND Range of Reading and Level of Text Complexity STANDARD / RCA- ST.9- SKILL STANDARD / RCA- Undependently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. FOCUS / ST.9- SKILL STANDARD / RCA- ST.9- SKILL STANDARD / RCA- Undependently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.	STRAND		Key Ideas and Details
CONCEPT / SKILL FOCUS / ST.9-10.2. phenomenon, or concept; provide an accurate summary of a text. FOCUS / ST.9-10. Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] STRAND Craft and Structure STANDARD / RCA- Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. FOCUS / COURSE RCA- Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] STRAND Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. FOCUS / ST.9- SKILL FOCUS / SKILL FOCUS / ST.9- Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]	CONCEPT/		
STRAND Craft and Structure STANDARD / RCA- CONCEPT / ST.9-10. Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. FOCUS / RCA- COURSE RCA- ST.9-10. Subjects [RCA-ST] Range of Reading Standards for Literacy in the Content Areas: Science and Career and Technical subjects [RCA-ST] Range of Reading and Level of Text Complexity STANDARD / RCA- CONCEPT / ST.9- SKILL ST.9-10. Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. FOCUS / Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA] Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]	CONCEPT/		
STANDARD / RCA- CONCEPT / ST.9- SKILL 10.4. Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. FOCUS / ST.9-10. Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical STRAND Range of Reading and Level of Text Complexity STANDARD / ST.9- SKILL 10.10. Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. FOCUS / ST.9- SKILL 10.10. Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]			
CONCEPT/ ST.9- SKILL ST.9- ST.	STRAND		Craft and Structure
STRAND Range of Reading and Level of Text Complexity STANDARD / RCA- Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. SKILL 10.10. WCA.9- Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]	CONCEPT/	ST.9-	specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts
STANDARD / RCA- CONCEPT / ST.9- SKILL 10.10. FOCUS / COURSE 10.10. Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]			
CONCEPT / ST.9- grade/course. SKILL 10.10. FOCUS / WCA.9- Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA] 10.	STRAND		Range of Reading and Level of Text Complexity
COURSE 10.	CONCEPT/	ST.9-	
STRAND Text Types and Purposes			Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
	STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	WCA.9- 10.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.9- 10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims/critiques, and create an organization that establishes clear relationships among the claim(s), counterclaims/critiques, reasons, and evidence.
INDICATOR	WCA.9- 10.1.b.	Develop claim(s) and counterclaims/critiques fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	WCA.9- 10.1.c.	Use words, phrases, and clauses with precision to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims/critiques.
INDICATOR	WCA.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	WCA.9- 10.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9- 10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.9- 10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9- 10.2.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	WCA.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	WCA.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.9- 10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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

Massachusetts Curriculum Frameworks Language Arts

Grade 9 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE

STANDARD /

CONCEPT/

SKILL

W.PK-

12.6.

R.PK-12. College and Career Readiness Anchor Standards for Reading

COURSE		
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an 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 presence or absence of connections between them.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.9- 10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.9- 10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	W.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

INDICATOR	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	W.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT /	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SKILL	10.0.	
	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
SKILL	W.9-	· · · · · · · · · · · · · · · · · · ·
INDICATOR	W.9- 10.5.a.	including grades 9–10). Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in
INDICATOR INDICATOR FOCUS /	W.9- 10.5.a. W.9- 10.5.b.	including grades 9–10). Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
INDICATOR INDICATOR FOCUS / COURSE	W.9- 10.5.a. W.9- 10.5.b.	including grades 9–10). Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10). Grades 9–10 Writing Standards [W]
INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT /	W.9- 10.5.a. W.9- 10.5.b. W.9-10.	including grades 9–10). Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10). Grades 9–10 Writing Standards [W] Production and Distribution of Writing Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display
INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS /	W.9- 10.5.a. W.9- 10.5.b. W.9-10.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10). Grades 9–10 Writing Standards [W] Production and Distribution of Writing Use technology, including current web-based communication platforms, 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.

STANDARD / W.9-CONCEPT / 10.9. SKILL FOCUS / COURSE STRAND Range of Writing STANDARD / W.9-CONCEPT / 10.10. Single sitting or a day or two) for a range of tasks, purposes, and audiences. STRAND STANDARD / COURSE STANDARD / SKILL FOCUS / COURSE STANDARD / SKILL FOCUS / COURSE STANDARD / SKILL FOCUS / COURSE STANDARD / CONCEPT / 10.10. Single sitting or a day or two) for a range of tasks, purposes, and audiences. STRAND Comprehension and Collaboration STANDARD / CONCEPT / 10.2. Skill STRAND STANDARD / CONCEPT / 10.2. Skill STRAND Comprehension and Collaboration STANDARD / CONCEPT / 10.2. Skill STRAND Conventions of Standard English STRAND Conventions of Standard English STANDARD / CONCEPT / Skill STRAND STANDARD / CONCEPT / Skill STRAND Conventions of Standard English STANDARD / CONCEPT / 10.1. Sepaking retain and further develop language skills learned in previous grades. (See grades 9-10 Writing Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) INDICATOR Sentence Structure, Variety, and Meaning			
## Applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed. ## SITANDARD / Grades 9–10 Writing Standards [W] ## STANDARD / W9- CONCEPT / 10.10. ## SITANDARD / W9- CONCEPT / 10.10. ## SITANDARD / W9- CONCEPT / 10.10. ## SITANDARD / SL9- CONCEPT / 10.20. ## STANDARD / SL9- CONCEPT / 10.20. ## SITANDARD / STANDARD / SL9- CONCEPT / 10.20. ## SITANDARD / STANDARD / STANDARD / STANDARD / SL9- STRAND ## Conventions of Standard English ## STANDARD / STANDARD / STANDARD / STANDARD / SL9- STRAND ## Conventions of Standard English ## STANDARD / STANDARD / STANDARD / SL9- STRAND ## SITANDARD / STANDARD / STANDARD / SL9- STRAND ## SITANDARD / STANDARD / STANDARD / SL9- STRAND ## SITANDARD / STANDARD / STANDARD / STANDARD / SL9- STRAND ## SITANDARD / STANDARD / STANDARD / STANDARD / SL9- STRAND ## SITANDARD / STANDARD /	CONCEPT/		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
STANDARD / W9- CONCEPT / 10.10. White 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. SKILL SL9-10. Grades 9-10 Speaking and Listening Standards [SL] COURSE STANDARD / CONCEPT / 10.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. STANDARD / CONCEPT / 10.2. Grades 9-10 Language Standards [L] CONCEPT / SKILL STANDARD / CONCEPT / 10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9-10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) INDICATOR L9- Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentation. EXPECTATION L9- Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. FOCUS / COURSE STANDARD / Conventions of Standard English STANDARD / L9- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. NDICATOR L9- Use a semicolon (ind perhaps a conjunctive adverb) to link two or more closely related independent clauses.	CONCEPT/		
STANDARD / 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. SCONCEPT 10.10. Grades 9-10 Speaking and Listening Standards (SL) STRAND Comprehension and Collaboration STANDARD / SL9- CONCEPT 10.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. STRAND Conventions of Standard English STANDARD / CONCEPT / 10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9-1.0 SKILL STANDARD / 10.1. Sentence Structure, Variety, and Meaning EXPECTATION L9- L9- Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns. EXPECTATION L9- L9- L9- Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. FOCUS! CONCEPT / 10.2. Strandard English STANDARD / CONCEPT / 10.2. Spelling when writing. STANDARD / CONCEPT / 10.2. Spelling when writing. STANDARD / L9- L9- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. NDICATOR L9- Use a colon to introduce a list or quotation.		W.9-10.	Grades 9–10 Writing Standards [W]
STRAND Comprehension and Collaboration STANDARD / SL9-10. Grades 9-10 Speaking and Listening Standards [SL] Comprehension and Collaboration STANDARD / SL9- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. STRAND Convertions of Standard English STANDARD / CONCEPT / 10.2. Bemonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades, (See grades 9-10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) INDICATOR EXPECTATION L9- Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. FCCUS / CONCEPT / 10.1. Grades 9-10 Language Standards [L] Conventions of Standard English STRAND L9- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. RDICATOR L9- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. RDICATOR L9- Use a colon to introduce a list or quotation.	STRAND		Range of Writing
STRAND Comprehension and Collaboration STANDARD / SL9- CONCEPT / 10.2. britegrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. SKILL FOCUS / COURSE L.9-10. Grades 9-10 Language Standards [L] Conventions of Standard English STANDARD / L9- 10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or presentations by applying knowledge of conventions.) INDICATOR EXPECTATION L9- Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns. EXPECTATION L9- 10.1. Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. FOCUS / COURSE STRAND Conventions of Standard English STANDARD / Conventions of Standard English STANDARD / Conventions of Standard English STANDARD / L9- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. INDICATOR L9- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. INDICATOR L9- Use a colon to introduce a list or quotation.	CONCEPT/		·
STANDARD / CONCEPT / 10.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. STRAND Conventions of Standard English STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9-10 writing Standard S and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) INDICATOR Sentence Structure, Variety, and Meaning EXPECTATION L.9-		SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
CONCEPT / SKILL 10.2. evaluating the credibility and accuracy of each source. SKILL FOCUS / COURSE L.9-10. Grades 9-10 Language Standards [L] STRAND Conventions of Standard English STANDARD / CONCEPT / 10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9-10 writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) INDICATOR Sentence Structure, Variety, and Meaning EXPECTATION L.9- Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns. EXPECTATION L.9- Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. FOCUS / COURSE STRAND Conventions of Standard English STANDARD / CONCEPT / STANDARD / L.9- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. INDICATOR L.9- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. INDICATOR L.9- Use a colon to introduce a list or quotation.	STRAND		Comprehension and Collaboration
STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard's and Speaking and Listening Standard'd on strengthening writing and presentations by applying knowledge of conventions.) INDICATOR Sentence Structure, Variety, and Meaning EXPECTATION L9- Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns. EXPECTATION L9- Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. FOCUS / COURSE STRAND Conventions of Standard English STANDARD / Conventions of Standard English STANDARD / L9- SCHANDARD /	CONCEPT/		Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
STANDARD / CONCEPT / SKILL INDICATOR L.9- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) INDICATOR Sentence Structure, Variety, and Meaning EXPECTATION L.9- Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns. EXPECTATION L.9- Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. FOCUS / COURSE STRAND Conventions of Standard English STANDARD / L.9- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. INDICATOR L.9- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. INDICATOR L.9- Use a colon to introduce a list or quotation.		L.9-10.	Grades 9–10 Language Standards [L]
DONCEPT SKILL 10.1. Speaking; retain and further develop language skills learned in previous grades. (See grades 9-10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) NDICATOR Sentence Structure, Variety, and Meaning	STRAND		Conventions of Standard English
EXPECTATION L.9- 10.1.a. Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns. EXPECTATION L.9- 10.1.b. Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. FOCUS / COURSE STRAND Conventions of Standard English STANDARD / CONCEPT / 10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. INDICATOR L.9- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. INDICATOR L.9- Use a colon to introduce a list or quotation.	CONCEPT /		speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and
antecedents, logical use of verb tenses, and variety in sentence patterns. EXPECTATION L.9- Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. FOCUS / COURSE STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL L.9- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. INDICATOR L.9- Use a colon to introduce a list or quotation.	INDICATOR		Sentence Structure, Variety, and Meaning
### 10.1.b. dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. ###################################	EXPECTATION		Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL INDICATOR L.9- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. INDICATOR L.9- Use a colon to introduce a list or quotation.	EXPECTATION		dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or
STANDARD / CONCEPT / SKILL L.9- INDICATOR L.9- 10.2. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. INDICATOR L.9- Use a colon to introduce a list or quotation.		L.9-10.	Grades 9–10 Language Standards [L]
INDICATOR L.9- 10.2.a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. INDICATOR L.9- Use a colon to introduce a list or quotation.			Conventions of Standard English
INDICATOR L.9- Use a colon to introduce a list or quotation.	STRAND		
·	STANDARD / CONCEPT /		Demonstrate command of the conventions of standard English capitalization, punctuation, and
	STANDARD / CONCEPT / SKILL	10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.9- 10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
INDICATOR	L.9- 10.3.b.	Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.2.	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 a text.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

STANDARD / CONCEPT / SKILL	RCA- H.9-10.6.	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.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA- H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.9- 10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	WCA.9- 10.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9- 10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.9- 10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9- 10.2.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	WCA.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	WCA.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONCEPT / SKILL	WCA.9- 10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
		UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236

UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236

Massachusetts Curriculum Frameworks Language Arts

Grade 9 - Adopted: 2017

FOCUS / COURSE

$\hbox{R.PK-12. College and Career Readiness Anchor Standards for Reading } \\$

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

STANDARD / CONCEPT / SKILL	R.PK- 12.6.	Assess how point of view or purpose shapes the content and style of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
CONCEPT/	12.6.	Use technology to produce and publish writing and to interact and collaborate with others. College and Career Readiness Anchor Standards for Writing
CONCEPT / SKILL	12.6.	
CONCEPT / SKILL FOCUS / COURSE	12.6.	College and Career Readiness Anchor Standards for Writing
CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	W.PK-12. W.PK-12.	College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD / CONCEPT / SKILL	RL.9- 10.6.	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.9- 10.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.9- 10.9.	Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.9- 10.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	W.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.9- 10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

INDICATOR	W.9- 10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
INDICATOR	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
INDICATOR	W.9- 10.3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
INDICATOR	W.9- 10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9- 10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9- 10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9- 10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

STRAND Knowledge of Language STANDARD / CONCEPT / SKILL 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. NDICATOR L.9Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

INDICATOR	L.9- 10.3.b.	Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.9- 10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.9- 10.5.b.	Analyze nuances in the meaning of words with similar denotations.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.9- 10.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.9- 10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONCEPT / SKILL	WCA.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.9- 10.8.	When conducting research, 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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

UNIT 9: FORMAL CRITIQUE Week 21 Page 237-240

Massachusetts Curriculum Frameworks Language Arts

Grade 9 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE

STANDARD /

CONCEPT/

SKILL

W.PK-

12.6.

R.PK-12. College and Career Readiness Anchor Standards for Reading

COURSE		
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
STANDARD / CONCEPT / SKILL	R.PK- 12.6.	Assess how point of view or purpose shapes the content and style of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS	I
COURS	E

W.PK-12. College and Career Readiness Anchor Standards for Writing

COURSE		
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STRAND STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONCEPT /	12.2.	
STANDARD / CONCEPT / SKILL FOCUS /	12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONCEPT / SKILL FOCUS / COURSE	12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	12.2. L.PK-12. L.PK- 12.3.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS /	12.2. L.PK-12. L.PK- 12.3.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE	12.2. L.PK-12. L.PK- 12.3.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. College and Career Readiness Anchor Standards for Language
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / COURSE	L.PK-12. L.PK-12. L.PK-12.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in

STANDARD / CONCEPT / SKILL	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD / CONCEPT / SKILL	RL.9- 10.6.	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.
FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.9- 10.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.9- 10.9.	Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.9- 10.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	W.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	W.9- 10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
INDICATOR	W.9- 10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
INDICATOR	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
INDICATOR	W.9- 10.3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
INDICATOR	W.9- 10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9- 10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9- 10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9- 10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9- 10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English

STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL Conventions of Standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.9- Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue). 10.2.c.

	Knowledge of Language
	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
.9-).3.b.	Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).
9-10. (Grades 9–10 Language Standards [L]
	Vocabulary Acquisition and Use
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
9-10. (Grades 9–10 Language Standards [L]
	Vocabulary Acquisition and Use
9- 0.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
.9-).5.b.	Analyze nuances in the meaning of words with similar denotations.
CA.9- (Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
	Text Types and Purposes
VCA.9- 0.1.	Write arguments focused on discipline-specific content.
	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
CA.9- (Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
	Text Types and Purposes
	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
	9- 3.a. 9- 3.b. 9- 4.a. 9- 4.a

INDICATOR	WCA.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.9- 10.8.	When conducting research, 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.
FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	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.
FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.