Main Criteria: Structure and Style for Students
Secondary Criteria: Maine Learning Results
Subject: Language Arts

Grade: 9

### Structure and Style for Students

Structure and Style for Students				
RESPONSE TO LITERATURE Week 22 Page 241-248				
Maine Learning Results  Language Arts  Grade 9 - Adopted: 2020				
STRAND / DOMAIN		Guiding Principles		
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.		
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.		
STRAND / DOMAIN		LANGUAGE		
CATEGORY I PERFORMANC E INDICATOR		Conventions of Standard English		
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
EXPECTATION	L.1.9-D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.		
STRAND / DOMAIN		LANGUAGE		
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English		
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
EXPECTATION	L.2.9- Diploma.d	Spell correctly.		
STRAND / DOMAIN		LANGUAGE		
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language		
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		

Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing

Diploma.a task.

L.3.9-

**EXPECTATION** 

EXPECTATION	L.3.9- Diploma.b	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details

STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.9- Diploma.a	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	R.6.9- Diploma.	Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.9- Diploma.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.9- Diploma.a	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.9- Diploma.b	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma.c	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.9- Diploma.d	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.9- Diploma.a	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
EXPECTATION	W.2.9- Diploma.b	Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.a	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.b	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
EXPECTATION	W.3.9- Diploma.e	Provide closure that enhances, supports, and reflects the purpose of the piece.

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

Maine Learning Results
Language Arts
Grade 9 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles** 

CATEGORY/ PERFORMANC ENDICATOR  A Self-directed and lifelong learner. Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.  A self-directed and lifelong learner. Stadents apply lenowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.  CATEGORY/ PERFORMANC ENDICATOR  C. A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.  ENDICATOR  CATEGORY/ PERFORMANC ENDICATOR  LANGUAGE  CONVENTION LANGUAGE  CONVENTION LANGUAGE  CONVENTION LANGUAGE  CONVENTION LANGUAGE  EXPECTATION L13-Db. Use various types of phrases (froum, verb, adjectival, adverbial, participal, prepositional, absolute) and clisicass (riclependent, dependent noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND L.3-Db. Use various types of phrases (froum, verb, adjectival, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND L.3-Db. Use various types of phrases (froum, verb, adjectival, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND L.3-Db Domonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION L.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION L.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION L.3-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION L.3-Demonstrate command of the conventions of standard English capitalization of the conventions of standard English capitalization of th			
PERFORMANC EINDICATOR  CATEGORY/ PERFORMANC EINDICATOR  C. A creative and practical problem solver. Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.  CATEGORY/ PERFORMANC EINDICATOR  CATEGORY/ PERFORMANC EINDICATOR  LANGUAGE  COnventions of Standard English EINDICATOR  L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  EXPECTATION L19-D.b. Use various types of phrases (noun, verb, adjectival, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND I  CATEGORY/ PERFORMANC EINDICATOR  L19-D.b. Use various types of phrases (noun, verb, adjectival, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND I  CATEGORY/ PERFORMANC EATEGORY/ PERFORMANC EATEGORY/ COnventions of Standard English EXPECTATION L29- Diplomad  LANGUAGE  CATEGORY/ PERFORMANC EXPECTATION L29- Diplomad  EXPECTATION L29- Diplomad  EXPECTATION L29- Diplomad  Knowledge of Language EXPERFORMANC EINDICATOR  EXPERTORMANC EINDICATOR L39- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing or discipline and writing or style, and to comprehend more fully when reading or listening.	PERFORMANC	Α.	
Feedback through the use of reflection, sometimes persevering through multiple attempts.	PERFORMANC	В.	
PERFORMANC EINDICATOR  LANGUAGE  CATEGORY/ PERFORMANC EINDICATOR  CATEGORY/ DEPARTMENT CITY  COnventions of Standard English EINDICATOR  STANDARD  L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  EXPECTATION  L.19-Db. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND / DOMAIN  CATEGORY/ PERFORMANC EINDICATOR  STANDARD  L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION  L.29- Diploma.d  SPEL CATEGORY/ PERFORMANC EINDICATOR  LANGUAGE  CATEGORY/ PERFORMANC EINDICATOR  STANDARD  LANGUAGE  Knowledge of Language  STANDARD  L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  EXPECTATION  L.3: Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing	PERFORMANC	C.	
CATEGORY/ PERFORMANC EINDICATOR  Conventions of Standard English EXPECTATION L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  EXPECTATION L.19-D.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  EXPECTATION LANGUAGE  Conventions of Standard English EINDICATOR  STANDARD L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION L.2- Diploma.d  CATEGORY/ PERFORMANC EINDICATOR  Knowledge of Language EXPERFORMANC EINDICATOR  STANDARD L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  EXPECTATION L.3- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing	PERFORMANC	E.	
STANDARD   L.1:   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.    EXPECTATION   L.19-D.b.   Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, dependent, oun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.    STRAND   LANGUAGE			LANGUAGE
EXPECTATION  L.1.9-D.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  LANGUAGE  CATEGORY / DOMAIN  CATEGORY / PERFORMANC EINDICATOR  STANDARD  L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION  L.2.9- Diploma.d  SPEII correctly.  DOMAIN  CATEGORY / PERFORMANC EINDICATOR  STANDARD  L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  EXPECTATION  L.3.9- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing	PERFORMANC		Conventions of Standard English
(independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.    LANGUAGE	STANDARD	L.1:	
CATEGORY / PERFORMANC E INDICATOR  STANDARD L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION L.2.9- Diploma.d Spell correctly.  STRAND / DOMAIN  CATEGORY / PERFORMANC E INDICATOR  STANDARD L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  EXPECTATION L.3.9- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing	EXPECTATION	L.1.9-D.b.	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
STANDARD L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION L2.9- Diploma.d  STRAND / DOMAIN  CATEGORY / PERFORMANC E INDICATOR  STANDARD L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  EXPECTATION L.3.9- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing			LANGUAGE
EXPECTATION L.2.9- Diploma.d Spell correctly.  STRAND / DOMAIN  CATEGORY / PERFORMANC E INDICATOR  STANDARD L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  EXPECTATION L.3.9- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing	PERFORMANC		Conventions of Standard English
Diploma.d  LANGUAGE  CATEGORY / PERFORMANC E INDICATOR  STANDARD  L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  EXPECTATION  L.3.9- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing	STANDARD	L.2:	
CATEGORY / PERFORMANC E INDICATOR  STANDARD  L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  EXPECTATION L.3.9- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing	EXPECTATION		Spell correctly.
PERFORMANC E INDICATOR  STANDARD  L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  EXPECTATION  L.3.9- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing			LANGUAGE
EXPECTATION L.3.9- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing	PERFORMANC		Knowledge of Language
	STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	EXPECTATION		

EXPECTATION

L.3.9- Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study Diploma.b of complex texts when reading.

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<b>STRAND</b>	ı
DOMAIN	

R.5:

**STANDARD** 

#### LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details

Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.9- Diploma.a	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	R.6.9- Diploma.	Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.9- Diploma.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.9- Diploma.a	Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question.
EXPECTATION	R.11.9- Diploma.b	Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	R.11.9- Diploma.c	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency

STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.9- Diploma.a	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.9- Diploma.b	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma.c	Use context to confirm or self-correct word recognition.

#### STRAND / DOMAIN

#### WRITING

CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.9- Diploma.a	Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.
EXPECTATION	W.1.9- Diploma.b	Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.
EXPECTATION	W.1.9- Diploma.c	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.
EXPECTATION	W.1.9- Diploma.d	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

#### STRAND / DOMAIN

#### WRITING

CATEGORY I PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.9- Diploma.a	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
EXPECTATION	W.2.9- Diploma.b	Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.

	WRITING
	Composing for Audience and Purpose
W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
W.3.9- Diploma.a	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organize to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
W.3.9- Diploma.b	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
W.3.9- Diploma.e	Provide closure that enhances, supports, and reflects the purpose of the piece.
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	Maine Learning Results
	Language Arts Grade 9 - Adopted: 2020
	Guiding Principles
В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
	LANGUAGE
	Conventions of Standard English
L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	W.3.9- Diploma.b . W.3.9- Diploma.b .

STRAND / LANGUAGE DOMAIN

L.2.9-

Diploma.d

Spell correctly.

**EXPECTATION** 

CATEGORY / PERFORMANC E INDICATOR	Knowledge of Language
STANDARD	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION	L.3.9- Diploma.b	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details

STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.9- Diploma.	Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.9- Diploma.a	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.9- Diploma.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.9- Diploma.a	Analyze the organization and structure of specific features and components in various texts
EXPECTATION	R.8.9- Diploma.b	Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION	R.12.9- Diploma.a	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.9- Diploma.b	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma.c	Use context to confirm or self-correct word recognition.

#### STRAND / DOMAIN

STANDARD

L.1:

#### WRITING

CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.9- Diploma.a	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
EXPECTATION	W.2.9- Diploma.b	Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.

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

# Maine Learning Results Language Arts

		Grade 9 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English

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

EXPECTATION	L.1.9-D.c.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contestable.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.9- Diploma.b	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.9- Diploma.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).
	•	
		LANGUAGE
STRAND / DOMAIN  CATEGORY / PERFORMANC E INDICATOR		LANGUAGE  Vocabulary Acquisition and Use

EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.9- Diploma.a	Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.1.9- Diploma.b	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.1.9- Diploma.c	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.9- Diploma.b	Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
EXPECTATION	SL.3.9- Diploma.c	Use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.9- Diploma.	Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details

STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.9- Diploma.	Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.9- Diploma.a	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.9- Diploma.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.9- Diploma.a	Analyze the organization and structure of specific features and components in various texts
EXPECTATION	R.8.9- Diploma.b	Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION	R.12.9- Diploma.a	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.9- Diploma.b	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma.c	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.9- Diploma.b	Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.
EXPECTATION	W.1.9- Diploma.c	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.9- Diploma.a	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.a	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.

EXPECTATION W.3.9- Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most

Diploma.b significant details.

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

# Maine Learning Results Language Arts Grade 9 - Adopted: 2020

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STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.9-D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
EXPECTATION	L.1.9-D.c.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contestable.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.9- Diploma.d	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION

L.3.9- Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study

Diploma.b of complex texts when reading.

STRAND / DOMAIN LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CATEGORY I PERFORMANC E INDICATOR	Vocabulary Acquisition and Use
STANDARD	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION L.6.9-Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, Diploma. speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### STRAND / SPEAKING AND LISTENING **DOMAIN**

CATEGORY / PERFORMANC E INDICATOR	Presentation of Knowledge and Ideas
STANDARD	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

**EXPECTATION** SL.3.9-Address alternative or opposing perspectives; the organization development, substance, and style are appropriate Diploma.b to purpose, audience, and a range of formal and informal tasks.

EXPECTATION		
EXI LO IXTION	SL.3.9- Diploma.c	Use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.9- Diploma.	Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.9- Diploma.	Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.9- Diploma.a	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	Diploma.a R.5.9-	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.  Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex
EXPECTATION ST RAND /	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
EXPECTATION  STRAND / DOMAIN  CATEGORY / PERFORMANC	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.  READING
EXPECTATION  STRAND / DOMAIN  CATEGORY / PERFORMANC E INDICATOR	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.  READING  Craft and Structure  Interpret words and phrases as they are used in various texts, including determining technical,

CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.9- Diploma.a	Analyze the organization and structure of specific features and components in various texts
EXPECTATION	R.8.9- Diploma.b	Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.9- Diploma.a	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.9- Diploma.b	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma.c	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.9- Diploma.b	Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.
EXPECTATION	W.1.9- Diploma.c	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.9- Diploma.a	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
EXPECTATION	W.2.9- Diploma.b	Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.a	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.b	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
EXPECTATION	W.3.9- Diploma.d	Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
EXPECTATION	W.3.9- Diploma.e	Provide closure that enhances, supports, and reflects the purpose of the piece.
		UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38
		Maine Learning Results
		Language Arts Grade 9 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.9-D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
EXPECTATION	L.1.9-D.c.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contestable.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.9- Diploma.d	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.9- Diploma.b	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION	L.5.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.9- Diploma.b	Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
EXPECTATION	SL.3.9- Diploma.c	Use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.9- Diploma.	Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze

EXPECTATION	R.5.9- Diploma.a	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	R.6.9- Diploma.	Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.9- Diploma.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.9- Diploma.a	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.9- Diploma.b	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma.c	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production

STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.9- Diploma.a	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
EXPECTATION	W.2.9- Diploma.b	Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.a	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.b	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46
		Maine Learning Results  Language Arts  Grade 9 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.9-D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

EXPECTATION L.1.9-D.c. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contestable.

STRAND	
DOMAIN	

#### LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.9- Diploma.d	Spell correctly.

STRAND /

DOMAIN

#### LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**EXPECTATION** 

L.3.9- Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study Diploma.b of complex texts when reading.

## STRAND / DOMAIN

#### LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### STRAND / DOMAIN

**EXPECTATION** 

#### LANGUAGE

Diploma.d context or in a dictionary).

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

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L.5.9-

<b>STRAND</b>	
DOMAIN	

#### LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### EXPECTATION

L.6.9-Diploma.

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

#### STRAND / **DOMAIN**

#### SPEAKING AND LISTENING

CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.9- Diploma.b	Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
EXPECTATION	SL.3.9- Diploma.c	Use appropriate eye contact, adequate volume, and clear pronunciation.

## STRAND /

DOMAIN

#### SPEAKING AND LISTENING

CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.9-	Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.

#### STRAND / **DOMAIN**

#### READING

CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.9- Diploma.a	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	R.5.9-	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central

Diploma.

Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central Diploma.b idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.

STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	R.6.9- Diploma.	Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.9- Diploma.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
STRAND / DOMAIN		READING
		READING Fluency
CATEGORY / PERFORMANC	R.12:	
CATEGORY / PERFORMANC E INDICATOR	R.12: R.12.9- Diploma.a	Fluency
CATEGORY / PERFORMANC E INDICATOR	R.12.9-	Fluency  Read with sufficient accuracy and fluency to support comprehension
CATEGORY / PERFORMANC E INDICATOR  STANDARD  EXPECTATION	R.12.9- Diploma.a ·	Read with sufficient accuracy and fluency to support comprehension  Read with sufficient accuracy and fluency to support comprehension.
CATEGORY / PERFORMANC E INDICATOR  ST AND ARD  EXPECTATION	R.12.9- Diploma.a R.12.9- Diploma.b	Fluency  Read with sufficient accuracy and fluency to support comprehension  Read with sufficient accuracy and fluency to support comprehension.  Read various on-level texts with purpose and understanding.

CATEGORY / PERFORMANC E INDICATOR	Process and Production
STANDARD W.2	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION W.2.9- Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or Diploma.a trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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EXPECTATION	W.2.9- Diploma.b	Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.a	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.b	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54
<u> </u>		Maine Learning Results
		Language Arts Grade 9 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.9-D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
EXPECTATION	L.1.9-D.c.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contestable.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English

STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.9- Diploma.d	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.9- Diploma.b	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use

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STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.9- Diploma.b	Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
EXPECTATION	SL.3.9- Diploma.c	Use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.9- Diploma.	Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.9- Diploma.a	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details

STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	R.6.9- Diploma.	Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.9- Diploma.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.9- Diploma.a	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.9- Diploma.b	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma.c	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.9- Diploma.a	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
EXPECTATION	W.2.9- Diploma.b	Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.a	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.b	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.

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

# Maine Learning Results Language Arts Grade 9 Adopted: 2020

		Grade 9 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.9-D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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 $\begin{array}{ccc} \text{EXPECTATION} & \text{L.2.9-} & \text{Spell correctly.} \\ & \text{Diploma.d} \end{array}$ 

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DOMAIN	

#### LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.9- Diploma.b	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

#### STRAND / DOMAIN

#### LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### STRAND / DOMAIN

#### LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### STRAND / DOMAIN

### LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY I PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.9- Diploma.a	Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.1.9- Diploma.b	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.1.9- Diploma.c	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.9- Diploma.	Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.9- Diploma.a	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure

STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
EXPECTATION	R.7.9- Diploma.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.9- Diploma.a	Analyze the organization and structure of specific features and components in various texts
EXPECTATION	R.8.9- Diploma.b	Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.9- Diploma.a	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.9- Diploma.b	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma.c	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

 $\label{limiting} \mbox{Diploma.a} \ \ \mbox{or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.}$ 

EXPECTATION W.19- Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant Diploma.b information that leads to logical, increasingly complex conclusions.  EXPECTATION W.19- Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding Diploma.c plaglarism and overeillance on any one source.  STRAND I Develop. Strengthen, and produce polished writing by using a collaborative process that includes the gea-appropriate use of technology.  EXPECTATION W.29- Develop, strengthen, and produce polished writing by using a collaborative process that includes the gea-appropriate use of technology and strengthen writing as needed by planning, composing, revising, editing, revising, reflecting, and/or Diploma.b writing a new approach, becausing on addressing what is most significant for a specific purpose and sudfance.  EXPECTATION W.29- Use technology and ongoing feedback including new arguments and information, to produce increasingly dynamic bring produces.  WRITING  CATEGORY/ PARTONIANC Composing for Audience and Purpose  EXPECTATION W.3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.  EXPECTATION W.39- Compose clear and increasingly varied and complex process with purposefully designed sections that are organized Diploma.b significant details.  EXPECTATION W.39- Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most Diploma.b significant details.  EXPECTATION W.39- Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most Diploma.b significant details.  EXPECTATION W.39- Guiding Principles  UNIT 4: SUMMARX ING A REFERENCE Week 7 Page 69-78  Maine Learning Results  Language Arts  Grase 9 - Adopted 2020			
Diploma.c plagiansm and overreliance on any one source.  WRITING  CATEGORY/ PERFORMANC EINDICATOR  W22- Diploma.a beelop and strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.  EXPECTATION W23- Diploma.a beelop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  EXPECTATION W23- Diploma.b writing products.  WRITING  WAITING  CATEGORY/ PERFORMANC EINDICATOR  W33- Composing for Audience and Purpose EINDICATOR  W33- Diploma.a bright are appropriate to tasks, audience, and purpose.  EXPECTATION W33- Diploma.b bright are depriting to tasks, audience, and purpose.  EXPECTATION W33- Diploma.b bright are depriting to tasks, audience, and purpose.  EXPECTATION W33- Diploma.b bright are appropriate to tasks, audience, and purpose.  EXPECTATION W33- Diploma.b bright are appropriate to tasks, audience, and purpose.  EXPECTATION W33- Diploma.b bright are appropriate to tasks, audience, and purpose.  EXPECTATION W33- Diploma.b bright explore the depth and significance of ideas that are appropriate to task, audience, and purpose.  EXPECTATION W33- Diploma.b Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.  Diploma bright are appropriate to a variety of relevant techniques and by purposefully embedding the most significant details.  UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78  Maine Learning Results Language Arts Grade 9 - Adopted: 2020  STRAND / Guiding Principles	EXPECTATION		
CATEGORY/ PERFORMANC ENDICATOR  W.2:  Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.  EXPECTATION V.2- Diploma.a  Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  EXPECTATION W.2- Diploma.b  WRITING  CATEGORY/ PERFORMANC EINDICATOR  STANDARD W.3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.  EXPECTATION W.3- Diploma.b  EXPECTATION W.3- Diploma.b  Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.  EXPECTATION W.3- Diploma.b  EXPECTATION W.3- Diploma.b  Cevelop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.  EXPECTATION W.3- Diploma.b  Cevelop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.  EXPECTATION W.3- Diploma.b  Cevelop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.  EXPECTATION W.3- Diploma.b  Countries and purpose.  UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78  Maine Learning Results Language Arts Grade 9 - Adopted: 2020  STRAND /  Guiding Principles	EXPECTATION		
### STANDARD  ### W2:    Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.    EXPECTATION			WRITING
EXPECTATION  W.2.9- Diploma.a by Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or bying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  EXPECTATION  W.2.9- Diploma.b writing products.  WRITING  CATEGORY/ PERFORMANC  EXPECTATION  W.3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.  EXPECTATION  W.3.9- Diploma.a bignificance of ideas that are appropriate to task, audience, and purpose.  EXPECTATION  W.3.9- Diploma.b bignificant details.  EXPECTATION  W.3.9- Diploma.d bignificant details.  EXPECTATION  W.3.9- Diploma.d bignificant details.  EXPECTATION  W.3.9- Diploma.d bignificant details.  UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78  Maine Learning Results  Language Arts  Grade 9 - Adopted: 2020  STRAND /  Guilding Principles	PERFORMANC		Process and Production
Diploma.a trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  EXPECTATION W2.9-Diploma.b WRITING  WRITING  CATEGORY/ PERFORMANC EINDICATOR  STANDARD W.3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.  EXPECTATION W3.9-Diploma.a Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.  EXPECTATION W3.9-Diploma.b Significant details.  EXPECTATION W3.9-Diploma.b Ceffectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.  UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78  Maine Learning Results  Language Arts  Grade 9 - Adopted: 2020  STRAND / Guiding Principles	STANDARD	W.2:	
Diploma.b writing products.  WRITING  CATEGORY / PERFORMANC E INDICATOR  STANDARD W.3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.  EXPECTATION W.3.9- Diploma.a b complex the depth and significance of ideas that are appropriate to task, audience, and purpose.  EXPECTATION W.3.9- Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.  EXPECTATION W.3.9- Diploma.b Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.  UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78  Maine Learning Result's Language Art's Grade 9 - Adopted: 2020  STRAND / Guiding Principles	EXPECTATION		
CATEGORY / PERFORMANC E INDICATOR  STANDARD  W.3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.  EXPECTATION  W.3.9- Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.  EXPECTATION  W.3.9- Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most piploma.b significant details.  EXPECTATION  W.3.9- Diploma.d Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.  UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78  Maine Learning Results  Language Arts  Grade 9 - Adopted: 2020	EXPECTATION		
PERFORMANC E INDICATOR  STANDARD  W.3:  Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.  EXPECTATION  W.39- Diploma.a  Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.  EXPECTATION  W.39- Diploma.b  Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.  UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78  Maine Learning Results  Language Arts  Grade 9 - Adopted: 2020  STRAND /  Guiding Principles			WRITING
EXPECTATION W.3.9- Diploma.a below the depth and significance of ideas that are appropriate to task, audience, and purpose.  EXPECTATION W.3.9- Diploma.b below the depth and significance of ideas that are appropriate to task, audience, and purpose.  EXPECTATION W.3.9- Diploma.b significant details.  EXPECTATION W.3.9- Diploma.d below the depth and significance of ideas that are appropriate to task, audience, and purpose.  EXPECTATION W.3.9- Diploma.d below the topic with a variety of relevant techniques and by purposefully embedding the most significant details.  EXPECTATION W.3.9- Diploma.d below the topic with a variety of relevant techniques and by purposefully embedding the most significant details.  EXPECTATION W.3.9- Diploma.d below the topic with a variety of relevant techniques and by purposefully embedding the most significant details.  EXPECTATION W.3.9- Diploma.d below the topic with a variety of relevant techniques and by purposefully embedding the most significant details.  EXPECTATION W.3.9- Diploma.d below the topic with a variety of relevant techniques and by purposefully embedding the most significant details.  EXPECTATION W.3.9- Diploma.d below the topic with a variety of relevant techniques and by purposefully embedding the most significant details.  EXPECTATION W.3.9- Diploma.d below the topic with a variety of relevant techniques and by purposefully embedding the most significant details.  EXPECTATION W.3.9- Diploma.d below the topic with a variety of relevant techniques and by purposefully embedding the most significant details.  EXPECTATION W.3.9- Diploma.d below to task, audience, and purposefully designed to full year of the topic with a variety of relevant techniques and by purposefully embedding the most significant details.  EXPECTATION W.3.9- Diploma.d below to task, audience, and purposefully embedding the most significant details.  EXPECTATION W.3.9- Diploma.d below to task, audience, and purposefully embedding the most significant details.	PERFORMANC		Composing for Audience and Purpose
Diploma.a to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.  EXPECTATION  W.3.9- Diploma.b significant details.  EXPECTATION  W.3.9- Diploma.d Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.  UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78  Maine Learning Results  Language Arts  Grade 9 - Adopted: 2020  STRAND / Guiding Principles	STANDARD	W.3:	
Diploma.b significant details.  EXPECTATION W.3.9- Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.  Diploma.d UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78  Maine Learning Results Language Arts Grade 9 - Adopted: 2020  STRAND / Guiding Principles	EXPECTATION		
Diploma.d .  UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78  Maine Learning Results Language Arts Grade 9 - Adopted: 2020  STRAND / Guiding Principles	EXPECTATION		
Maine Learning Results  Language Arts  Grade 9 - Adopted: 2020  STRAND / Guiding Principles	EXPECTATION		Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
Language Arts  Grade 9 - Adopted: 2020  STRAND / Guiding Principles			UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78
STRAND / Guiding Principles			Language Arts

Clear and effective communicator: Students participate in a range of evidence-based discussions and generate

detailed writing that are both used to communicate ideas clearly with others.

CATEGORY /

E INDICATOR

PERFORMANC

A.

CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.9-D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.9- Diploma.d	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.9- Diploma.b	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION L.4.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)

Diploma.a as a clue to the meaning of a word or phrase.

EXPECTATION	L.4.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.9- Diploma.a	Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.1.9- Diploma.b	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.1.9- Diploma.c	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

### STRAND / DOMAIN

READING

CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.9- Diploma.	Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.9- Diploma.a	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.9- Diploma.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.9- Diploma.a	Analyze the organization and structure of specific features and components in various texts
EXPECTATION	R.8.9- Diploma.b	Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.

STRAND /

**DOMAIN** 

READING

CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.9- Diploma.a	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.9- Diploma.b	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma.c	Use context to confirm or self-correct word recognition.

## STRAND / DOMAIN

### WRITING

CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.9- Diploma.a	Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.
EXPECTATION	W.1.9- Diploma.b	Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.
EXPECTATION	W.1.9- Diploma.c	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.

### STRAND / DOMAIN

### WRITING

CATEGORY I PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.9- Diploma.a	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
EXPECTATION	W.2.9- Diploma.b	Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.

### STRAND / DOMAIN

WRITING

CATEGORY I PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.a	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.b	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
EXPECTATION	W.3.9- Diploma.d	Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
		UNIT 5: WRITING FROM PICTURES Week 8 Page 79-88
		Maine Learning Results  Language Arts  Grade 9 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.9-D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.9- Diploma.d	Spell correctly.

<b>STRAND</b>	I
DOMAIN	

### LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.9- Diploma.b	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

### STRAND / DOMAIN

### LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### STRAND / DOMAIN

### LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### STRAND / DOMAIN

### LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.9- Diploma.	Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.9- Diploma.a	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.9- Diploma.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.9- Diploma.a	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	R.12.9- Diploma.b	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma.c	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.9- Diploma.b	Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.
EXPECTATION	W.1.9- Diploma.c	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.9- Diploma.a	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
EXPECTATION	W.2.9- Diploma.b	Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.a	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.b	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.

EXPECTATION	W.3.9- Diploma.d	Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
		UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98
		Maine Learning Results  Language Arts  Grade 9 - Adopted: 2020
STRAND / DOMAIN	•	Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR		A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.9-D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.9- Diploma.d	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.9-	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading

Diploma.b of complex texts when reading.

STRAND	ı
DOMAIN	

### LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

# STRAND / DOMAIN

### LANGUAGE

CATEGORY I PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

# STRAND / DOMAIN

### LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.9-	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,

Diploma. speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### STRAND / **DOMAIN**

### READING

CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.9- Diploma.a	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.9- Diploma.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.9- Diploma.a	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.9- Diploma.b	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma.c	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.9-	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic

EXPECTATION

W.2.9-

Diploma.b writing products.

STRAND / DOMAIN
CATEGORY

PERFORMANC **E INDICATOR** 

STANDARD

L.2:

spelling when writing.

### WRITING

CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.a	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.b	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.

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

### Maine Learning Results Language Arts

Grade 9 - Adopted: 2020

		Grade 9 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.9-D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / DOMAIN		LANGUAGE
CATEGORY /		Conventions of Standard English

Demonstrate command of the conventions of standard English capitalization, punctuation, and

EXPECTATION	L.2.9- Diploma.d	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.9- Diploma.b	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use

STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.9- Diploma.	Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.9- Diploma.a	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.9- Diploma.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.

EXPECTATION	R.8.9- Diploma.a	Analyze the organization and structure of specific features and components in various texts
EXPECTATION	R.8.9- Diploma.b	Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.9- Diploma.a	Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question.
EXPECTATION	R.11.9- Diploma.b	Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	R.11.9- Diploma.c	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.9- Diploma.a	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.9- Diploma.b	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma.c	Use context to confirm or self-correct word recognition.
		WRITING
STRAND / DOMAIN  CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge

EXPECTATION	W.1.9- Diploma.a	Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.
EXPECTATION	W.1.9- Diploma.b	Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.
EXPECTATION	W.1.9- Diploma.c	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.
EXPECTATION	W.1.9- Diploma.d	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.9- Diploma.a	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
EXPECTATION	W.2.9- Diploma.b	Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.a	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.b	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
EXPECTATION	W.3.9- Diploma.d	Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.

CATEGORY / A. PERFORMANC E INDICATOR		
	(	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / B. PERFORMANC E INDICATOR		A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / C. PERFORMANC E INDICATOR		A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / E. PERFORMANC E INDICATOR		An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
STRAND / DOMAIN	ı	LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD L.:		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION L.1		Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / DOMAIN	ı	LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD L.2		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	2.9- ploma.d	Spell correctly.
STRAND / DOMAIN	ı	LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD L.3		Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION L.3.9- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing Diploma.a task.

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EXPECTATION	L.3.9- Diploma.b	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details

STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.9- Diploma.	Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.9- Diploma.a	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.9- Diploma.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.9- Diploma.a	Analyze the organization and structure of specific features and components in various texts
EXPECTATION	R.8.9- Diploma.b	Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

EXPECTATION	R.11.9- Diploma.a	Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question.
EXPECTATION	R.11.9- Diploma.b	Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	R.11.9- Diploma.c	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.9- Diploma.a	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.9- Diploma.b	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma.c	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN	Diploma.c	WRITING

CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.9- Diploma.a	Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.
EXPECTATION	W.1.9- Diploma.b	Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.
EXPECTATION	W.1.9- Diploma.c	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.
EXPECTATION	W.1.9- Diploma.d	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.9- Diploma.a	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
EXPECTATION	W.2.9- Diploma.b	Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.a	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.b	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
EXPECTATION	W.3.9- Diploma.d	Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132
		Maine Learning Results  Language Arts
		Grade 9 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.

A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to

 $feedback\ through\ the\ use\ of\ reflection,\ sometimes\ persevering\ through\ multiple\ attempts.$ 

CATEGORY /

E INDICATOR

PERFORMANC

C.

CATEGORY / PERFORMANC E INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.9-D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.9- Diploma.d	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.9- Diploma.a	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
EXPECTATION	L.3.9- Diploma.b	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STRAND /		Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study
STRAND / DOMAIN CATEGORY / PERFORMANC		Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
EXPECTATION  STRAND / DOMAIN  CATEGORY / PERFORMANC E INDICATOR  STANDARD		Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.  LANGUAGE

Diploma.a as a clue to the meaning of a word or phrase.

EXPECTATION	L.4.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanin sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentenc as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, write speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inference cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.9- Diploma.	Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyzits development; throughout each text.
EXPECTATION	R.5.9- Diploma.a	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.

EXPECTATION	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.9- Diploma.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.9- Diploma.a	Analyze the organization and structure of specific features and components in various texts
EXPECTATION	R.8.9- Diploma.b	Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.9- Diploma.a	Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question.
EXPECTATION	R.11.9- Diploma.b	Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	R.11.9- Diploma.c	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.

CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.9- Diploma.a	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.9- Diploma.b	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma.c	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.9- Diploma.a	Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.
EXPECTATION	W.1.9- Diploma.b	Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.
EXPECTATION	W.1.9 - Diploma.c	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.
EXPECTATION	W.1.9- Diploma.d	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.9-	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or

EXPECTATION W.2.9- Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or Diploma.a trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

EXPECTATION	W.2.9- Diploma.b	Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.a	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.b	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
EXPECTATION	W.3.9- Diploma.d	Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
		UNIT 7: INVENTIVE WRITING Week 13 Page 133-138
		Maine Learning Results
		Language Arts
		Grade 9 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.9-D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to

writing or presentations.

## STRAND / DOMAIN

#### LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.9- Diploma.d	Spell correctly.

### STRAND / DOMAIN

### LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.9- Diploma.a	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.

### STRAND / DOMAIN

### LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### EXPECTATION

L.6.9-Diploma.

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

## STRAND / DOMAIN

### READING

CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.9- Diploma.a	Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question.
EXPECTATION	R.11.9- Diploma.c	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.

### STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.9- Diploma.a	Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.
EXPECTATION	W.1.9- Diploma.b	Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.
EXPECTATION	W.1.9- Diploma.c	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.
EXPECTATION	W.1.9- Diploma.d	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
		WRITING
STRAND / DOMAIN  CATEGORY / PERFORMANC E INDICATOR		WRITING  Process and Production
CATEGORY / PERFORMANC	W.2:	
CATEGORY / PERFORMANC E INDICATOR	W.2.9-	Process and Production  Develop, strengthen, and produce polished writing by using a collaborative process that includes the
CATEGORY / PERFORMANC E INDICATOR STANDARD	W.2.9- Diploma.a	Process and Production  Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.  Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or
CATEGORY / PERFORMANC E INDICATOR  STANDARD  EXPECTATION	W.2.9- Diploma.a	Process and Production  Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.  Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic
CATEGORY / PERFORMANC E INDICATOR  STANDARD  EXPECTATION  STRAND /	W.2.9- Diploma.a	Process and Production  Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.  Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.

Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized

Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most

Diploma.a to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.

**EXPECTATION** 

**EXPECTATION** 

W.3.9-

W.3.9-

Diploma.b significant details.

EXPECTATION	W.3.9- Diploma.d	Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
EXPECTATION	W.3.9- Diploma.e	Provide closure that enhances, supports, and reflects the purpose of the piece.
		UNIT 7: INVENTIVE WRITING Week 14 Page 139-144
		Maine Learning Results Language Arts
		Grade 9 - Adopted: 2020
STRAND / DOMAIN	,	Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANC E INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.9-D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EVECTATION		

EXPECTATION

L.2.9- Spell correctly.

Diploma.d

<b>STRAND</b>	
DOMAIN	

### LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.9- Diploma.a	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**EXPECTATION** 

L.6.9-Diploma.

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

#### STRAND / **DOMAIN**

### READING

CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.9- Diploma.a	Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question.
EXPECTATION	R.11.9- Diploma.c	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.

### STRAND / **DOMAIN**

### WRITING

CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

### **EXPECTATION**

Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge Diploma.a or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.

W.1.9-

EXPECTATION	W.1.9- Diploma.b	Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.
EXPECTATION	W.1.9- Diploma.c	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.
EXPECTATION	W.1.9- Diploma.d	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.9- Diploma.a	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
EXPECTATION	W.2.9- Diploma.b	Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.a	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.b	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
EXPECTATION	W.3.9- Diploma.d	Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
EXPECTATION	W.3.9- Diploma.e	Provide closure that enhances, supports, and reflects the purpose of the piece.

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.9-D.c.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contestable.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.9- Diploma.d	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.9- Diploma.b	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION	L.4.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.9- Diploma.a	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	R.5.9-	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another to provide a complex

Diploma.b idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex

## STRAND / DOMAIN

READING

account or analysis.

EXPECTATION R.7.9- Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.  STRAND / DOMAIN  READING  CATEGORY/ PERFORMANC EINDICATOR  STANDARD R.9- Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective and purpose to shape the intended content, style, and effect of various texts.  STRAND / DOMAIN  READING  READING			
EXPECTATION R.5.9. Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or Diploma. Bechniques, events, or ideas interact and develop over the course of the text (or a series of texts).  STRAND I DOMAIN  READING  CATEGORY/ PERFORMANC EINDICATOR  R.7.: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone expectation. Purplema.  Diploma. Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone expectation.  EXPECTATION R.7.3. Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various context word devotes on meaning and tene, including words with multiple meanings and/or language that is particularly evocative.  STRAND I READING  CATEGORY/ Performance  EXPECTATION R.9.9. Assess how perspective or purpose shapes the content and style of a text.  EXPECTATION R.9.9. Analyze and evaluate how auditors from various contexts (e.g. diverse, intersectional, multicularial, religious) use Diploma.  STRAND I READING  REA	PERFORMANC		Key Ideas and Details
STRAND	STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CATEGORY/ PERFORMANC EINDICATOR  R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone expectation.  EXPECTATION R.79- Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts, analyze the impact of specific word choices on meaning and brie, including words with multiple meanings and/or language that is particularly evocative.  STRAND I  CATEGORY/ PERFORMANC EINDICATOR  R.99- Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective and purpose to shape the intended content, style, and effect of various texts.  STRAND I  DOMAIN  READING  RE	EXPECTATION		
R.7:   Interpret words and phrases as they are used in various texts, including determining technical connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    EXPECTATION   R.7.9-   Diploma.   Di			READING
EXPECTATION R.9. Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use Diploma.  EXPECTATION R.9. Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use Diploma.  EXPECTATION R.9. Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use Diploma.  EXPECTATION R.9. Fluency  Filuency  Filuency  EXPECTATION R.12. Read with sufficient accuracy and fluency to support comprehension.  EXPECTATION R.12. Read with sufficient accuracy and fluency to support comprehension.  EXPECTATION R.12. Read various on-level texts with purpose and understanding.  Diploma.  EXPECTATION R.12. Use context to confirm or self-correct word recognition.  EXPECTATION R.12. Use context to confirm or self-correct word recognition.  EXPECTATION R.12. WRITING  EXPECTATION R.12. Use context to confirm or self-correct word recognition.  EXPECTATION R.12. WRITING  EXPECTATION R.12. Use context to confirm or self-correct word recognition.  EXPECTATION R.12. WRITING  EXPECTATION R.12. Use context to confirm or self-correct word recognition.  EXPECTATION R.12. Process and Production  EXPERIENTATION R.12. Process and Production  EXPERIENTATION R.12. Process and Production	PERFORMANC		Craft and Structure
Diploma. various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.  READING  READING  CATEGORY/ DEPERFORMANC EINDICATOR  R.9: Assess how perspective or purpose shapes the content and style of a text.  EXPECTATION R.9. Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective and purpose to shape the intended content, style, and effect of various texts.  STRAND / DOMAIN  READING  READING  CATEGORY/ DEPERFORMANC EINDICATOR  R.12: Read with sufficient accuracy and fluency to support comprehension  EXPECTATION R.12. Read with sufficient accuracy and fluency to support comprehension.  EXPECTATION R.12. Read various on-level texts with purpose and understanding.  Diploma.b  EXPECTATION R.12. Use context to confirm or self-correct word recognition.  Diploma.c  STRAND / DOMAIN  WRITING  CATEGORY/ DEPERFORMANC EINDICATOR  Process and Production	STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CATEGORY/ PERFORMANC EINDICATOR  STANDARD R.9: Assess how perspective or purpose shapes the content and style of a text.  EXPECTATION R.9.9- Diploma. Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective and purpose to shape the intended content, style, and effect of various texts.  STRAND / DOMAIN  READING  Fluency Faced with sufficient accuracy and fluency to support comprehension  EXPECTATION R.12.9- Diploma.a  Read with sufficient accuracy and fluency to support comprehension.  EXPECTATION R.12.9- Diploma.b  Read various on-level texts with purpose and understanding.  EXPECTATION R.12.9- Diploma.c  EXPECTATION R.12.9- Diploma.c  WRITING  WRITING  Process and Production	EXPECTATION		various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with
STANDARD   R.9:   Assess how perspective or purpose shapes the content and style of a text.			READING
EXPECTATION R.9.9- Diploma.  READING  RIUNCATOR  R.12: Read with sufficient accuracy and fluency to support comprehension  R.12.9- Diploma.a  R.12.9- Diploma.b  R.12.9- Diploma.b  Read with sufficient accuracy and fluency to support comprehension.  EXPECTATION R.12.9- Diploma.b  R.12.9- Diploma.b  Read various on-level texts with purpose and understanding.  EXPECTATION R.12.9- Diploma.c  EXPECTATION R.12.9- Diploma.c  READING  READING  Read with sufficient accuracy and fluency to support comprehension.  EXPECTATION R.12.9- Diploma.c  EXPECTATION R.12.9- Diploma.c  READING  READING  Read with sufficient accuracy and fluency to support comprehension.  Use context to confirm or self-correct word recognition.  EXPECTATION R.12.9- Diploma.c  FRAND / DOMAIN  WRITING  Process and Production	PERFORMANC		Craft and Structure
Diploma. perspective and purpose to shape the intended content, style, and effect of various texts.  READING  READING  Fluency  Fluency  Fluency  STANDARD  R.12: Read with sufficient accuracy and fluency to support comprehension  EXPECTATION  R.12.9- Diploma.a  Read with sufficient accuracy and fluency to support comprehension.  EXPECTATION  R.12.9- Diploma.b  Read various on-level texts with purpose and understanding.  EXPECTATION  R.12.9- Diploma.c  Use context to confirm or self-correct word recognition.  STRAND / DOMAIN  WRITING  Process and Production  Process and Production	STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
CATEGORY/ PERFORMANC E INDICATOR  STANDARD  R.12: Read with sufficient accuracy and fluency to support comprehension  EXPECTATION  R.12.9- Diploma.a  EXPECTATION  R.12.9- Diploma.b  Read various on-level texts with purpose and understanding.  EXPECTATION  R.12.9- Diploma.c  EXPECTATION	EXPECTATION		
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EXPECTATION R.12.9- Diploma.a  EXPECTATION R.12.9- Diploma.b  EXPECTATION R.12.9- Diploma.b  EXPECTATION R.12.9- Diploma.c  EXPECTATION R.12.9- Diploma.c  EXPECTATION R.12.9- Diploma.c  EXPECTATION Popularia Context to confirm or self-correct word recognition.  EXPECTATION Popularia Context to confirm or self-correct word recognition.  EXPECTATION Process and Production  EXPECTATION Process and Production	PERFORMANC		Fluency
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EXPECTATION R.12.9- Use context to confirm or self-correct word recognition.  Diploma.c  STRAND / DOMAIN  CATEGORY / PERFORMANC E INDICATOR  Diploma.b  WRITING  Process and Production	EXPECTATION		Read with sufficient accuracy and fluency to support comprehension.
Diploma.c  STRAND / WRITING  DOMAIN  CATEGORY / PERFORMANC E INDICATOR  Process and Production	EXPECTATION		Read various on-level texts with purpose and understanding.
CATEGORY / Process and Production PERFORMANC E INDICATOR	EXPECTATION		Use context to confirm or self-correct word recognition.
PERFORMANC E INDICATOR			WRITING
STANDARD W.2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the	PERFORMANC		Process and Production
age-appropriate use of technology.	STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.9- Diploma.a	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
EXPECTATION	W.2.9- Diploma.b	Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.a	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.b	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
		UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182
		Maine Learning Results  Language Arts  Grade 9 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR		A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANC E INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.9-D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.9- Diploma.d	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.9- Diploma.a	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
EXPECTATION	L.3.9- Diploma.b	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION	L.5.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.9- Diploma.	Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.9- Diploma.a	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	R.7.9- Diploma.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.9- Diploma.a	Analyze the organization and structure of specific features and components in various texts
EXPECTATION	R.8.9- Diploma.b	Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.9- Diploma.a	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.9- Diploma.b	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma.c	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge

CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.9- Diploma.a	Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.
EXPECTATION	W.1.9-	Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant

W.1.9- Assess the credibility, accuracy, and usefulness of a variety of authorized biploma.b information that leads to logical, increasingly complex conclusions.

EXPECTATION	W.1.9- Diploma.c	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.
EXPECTATION	W.1.9- Diploma.d	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.9- Diploma.a	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
EXPECTATION	W.2.9- Diploma.b	Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose

CATEGORY I PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.a	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.b	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
EXPECTATION	W.3.9- Diploma.d	Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
EXPECTATION	W.3.9- Diploma.e	Provide closure that enhances, supports, and reflects the purpose of the piece.

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

Maine Learning Results Language Arts Grade 9 - Adopted: 2020

STRAND / **DOMAIN** 

**Guiding Principles** 

CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANC E INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.9-D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.9- Diploma.d	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.9- Diploma.a	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
EXPECTATION	L.3.9-	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STRAND / DOMAIN	

### LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### STRAND / DOMAIN

### LANGUAGE

CATEGORY I PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## STRAND / DOMAIN

### LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.9-	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,

### Diploma.

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

## STRAND / DOMAIN

### READING

CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.

### EXPECTATION

R.4.9-Diploma.

Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.9- Diploma.a	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.9- Diploma.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with
		multiple meanings and/or language that is particularly evocative.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC	R.8:	READING
CATEGORY / PERFORMANC E INDICATOR	R.8: R.8.9- Diploma.a	Craft and Structure  Analyze the structure of various texts, including how the features and components relate to each
CATEGORY / PERFORMANC E INDICATOR STANDARD	R.8.9-	Craft and Structure  Analyze the structure of various texts, including how the features and components relate to each other and the whole.
CATEGORY / PERFORMANC E INDICATOR  STANDARD  EXPECTATION	R.8.9- Diploma.a	Craft and Structure  Analyze the structure of various texts, including how the features and components relate to each other and the whole.  Analyze the organization and structure of specific features and components in various texts
CATEGORY / PERFORMANC E INDICATOR  STANDARD  EXPECTATION  STRAND /	R.8.9- Diploma.a	Craft and Structure  Analyze the structure of various texts, including how the features and components relate to each other and the whole.  Analyze the organization and structure of specific features and components in various texts  Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.
CATEGORY / PERFORMANC E INDICATOR  STANDARD  EXPECTATION  STRAND / DOMAIN  CATEGORY / PERFORMANC	R.8.9- Diploma.a	Craft and Structure  Analyze the structure of various texts, including how the features and components relate to each other and the whole.  Analyze the organization and structure of specific features and components in various texts  Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.  READING

Diploma.a quantitative) in order to achieve a specific purpose or to answer a question.

EXPECTATION	R.11.9- Diploma.b	Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	R.11.9- Diploma.c	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.
STRAND / DOMAIN		READING

## DOMAIN

CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.9- Diploma.a	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.9- Diploma.b	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma.c	Use context to confirm or self-correct word recognition.

### STRAND / **DOMAIN**

### WRITING

CATEGORY I PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.9- Diploma.a	Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.
EXPECTATION	W.1.9- Diploma.b	Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.
EXPECTATION	W.1.9- Diploma.c	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.
EXPECTATION	W.1.9- Diploma.d	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

### STRAND / **DOMAIN**

WRITING

CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.9- Diploma.a	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
EXPECTATION	W.2.9- Diploma.b	Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.a	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.b	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
EXPECTATION	W.3.9- Diploma.e	Provide closure that enhances, supports, and reflects the purpose of the piece.
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		Maine Learning Results
		Language Arts
		Grade 9 - Adopted: 2020
STRAND /		Guiding Principles

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.

CATEGORY / PERFORMANC E INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.9- Diploma.b	Use a colon to introduce a list or quotation.
EXPECTATION	L.2.9- Diploma.d	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.9- Diploma.a	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
EXPECTATION	L.3.9- Diploma.b	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN		READING
		READING  Key Ideas and Details
CATEGORY / PERFORMANC	R.4:	
CATEGORY / PERFORMANC E INDICATOR	R.4: R.4.9- Diploma.	Key Ideas and Details  Read various texts closely to determine what each text explicitly says and to make logical inferences;
CATEGORY / PERFORMANC E INDICATOR STANDARD	R.4.9-	Key Ideas and Details  Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.  Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the
CATEGORY / PERFORMANC E INDICATOR  STANDARD  EXPECTATION	R.4.9-	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.  Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.
CATEGORY / PERFORMANC E INDICATOR  STANDARD  EXPECTATION  STRAND / DOMAIN  CATEGORY / PERFORMANC	R.4.9-	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.  Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.  READING
CATEGORY / PERFORMANC E INDICATOR  STANDARD  EXPECTATION  STRAND / DOMAIN  CATEGORY / PERFORMANC E INDICATOR	R.4.9- Diploma.	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.  Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.  READING  Key Ideas and Details  Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze

READING

STRAND / DOMAIN

CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.9- Diploma.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.9- Diploma.a	Analyze the organization and structure of specific features and components in various texts
EXPECTATION	R.8.9- Diploma.b	Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.9- Diploma.a	Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question.
EXPECTATION	R.11.9- Diploma.b	Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	R.11.9- Diploma.c	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

R.12.9- Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION

Diploma.a

EXPECTATION	R.12.9- Diploma.b	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma.c	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.9- Diploma.a	Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.
EXPECTATION	W.1.9- Diploma.b	Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.
EXPECTATION	W.1.9- Diploma.c	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.
EXPECTATION	W.1.9- Diploma.d	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.9- Diploma.a	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
EXPECTATION	W.2.9- Diploma.b	Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and

EXPECTATION	W.3.9- Diploma.a	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.b	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
EXPECTATION	W.3.9- Diploma.d	Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
EXPECTATION	W.3.9- Diploma.e	Provide closure that enhances, supports, and reflects the purpose of the piece.
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### UNIT 8: FORMAL ESSAY MODELS Week 19 Page 207-219

# Maine Learning Results Language Arts Crade 9 Adopted: 2020

		Grade 9 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANC E INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.9-D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses

(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STRAND / LANGUAGE DOMAIN

CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.9- Diploma.b	Use a colon to introduce a list or quotation.
EXPECTATION	L.2.9- Diploma.d	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.9- Diploma.a	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
EXPECTATION	L.3.9- Diploma.b	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION	L.5.9- Diploma.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.9- Diploma.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.9- Diploma.	Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.9- Diploma.a	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	R.7.9- Diploma.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.9- Diploma.a	Analyze the organization and structure of specific features and components in various texts
EXPECTATION	R.8.9- Diploma.b	Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.9- Diploma.a	Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question.
EXPECTATION	R.11.9- Diploma.b	Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	R.11.9- Diploma.c	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.9- Diploma.a	Read with sufficient accuracy and fluency to support comprehension.

Read various on-level texts with purpose and understanding.

EXPECTATION

R.12.9-

Diploma.b

EXPECTATION	R.12.9- Diploma.c	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.9- Diploma.a	Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.
EXPECTATION	W.1.9- Diploma.b	Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.
EXPECTATION	W.1.9- Diploma.c	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.
EXPECTATION	W.1.9- Diploma.d	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.9- Diploma.a	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
EXPECTATION	W.2.9- Diploma.b	Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9-	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task audience, and purpose

 $\label{eq:decomposition} \mbox{Diploma.a} \ \ \mbox{to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.}$ 

EXPECTATION	W.3.9- Diploma.b	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
EXPECTATION	W.3.9- Diploma.d	Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
EXPECTATION	W.3.9- Diploma.e	Provide closure that enhances, supports, and reflects the purpose of the piece.
		UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236
		Maine Learning Results
		Language Arts
		Grade 9 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.9-D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.9- Diploma.d	Spell correctly.

STRAND / DOMAIN

LANGUAGE

	Knowledge of Language
L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.3.9- Diploma.a	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
L.3.9- Diploma.b	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
	LANGUAGE
	Vocabulary Acquisition and Use
L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
L.4.9- Diploma.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.
L.4.9- Diploma.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).
	LANGUAGE
	Vocabulary Acquisition and Use
L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
L.5.9- Diploma.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.
L.5.9- Diploma.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).
	LANGUAGE
	Vocabulary Acquisition and Use
L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
	L.3.9- Diploma.a  L.3.9- Diploma.b  L.4:  L.4.9- Diploma.a  .  L.5:  L.5.9- Diploma.a  .

EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.9- Diploma.a	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	R.6.9- Diploma.	Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).
STRAND / DOMAIN		READING
CATEGORY /		
PERFORMANC E INDICATOR		Craft and Structure
	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
E INDICATOR	R.7: R.7.9- Diploma.	Interpret words and phrases as they are used in various texts, including determining technical,
E INDICATOR STANDARD	R.7.9-	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with
E INDICATOR  STANDARD  EXPECTATION  STRAND /	R.7.9-	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
E INDICATOR  STANDARD  EXPECTATION  STRAND / DOMAIN  CATEGORY / PERFORMANC	R.7.9-	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.  READING
E INDICATOR  STANDARD  EXPECTATION  STRAND / DOMAIN  CATEGORY / PERFORMANC E INDICATOR	R.7.9- Diploma.	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.  READING  Craft and Structure

CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.9- Diploma.a	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.9- Diploma.b	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma.c	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.9- Diploma.d	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.9- Diploma.a	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
EXPECTATION	W.2.9- Diploma.b	Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Composing for Audience and Purpose

Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

STANDARD

W.3:

EXPECTATION	W.3.9- Diploma.a	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.b	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
EXPECTATION	W.3.9- Diploma.e	Provide closure that enhances, supports, and reflects the purpose of the piece.
		UNIT 9: FORMAL CRITIQUE Week 21 Page 237-240
		Maine Learning Results
		Language Arts
		Grade 9 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.9-D.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		Spell correctly.

STRAND / DOMAIN

LANGUAGE

	Knowledge of Language
L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.3.9- Diploma.a	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
L.3.9- Diploma.b	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
	LANGUAGE
	Vocabulary Acquisition and Use
L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
L.4.9- Diploma.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.
L.4.9- Diploma.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).
	LANGUAGE
	Vocabulary Acquisition and Use
L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
L.5.9- Diploma.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.
L.5.9- Diploma.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).
	LANGUAGE
	Vocabulary Acquisition and Use
L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
	L.3.9- Diploma.a  L.3.9- Diploma.b  L.4:  L.4.9- Diploma.a  .  L.5:  L.5.9- Diploma.a  .

EXPECTATION	L.6.9- Diploma.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.9- Diploma.a	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
EXPECTATION	R.5.9- Diploma.b	Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	R.6.9- Diploma.	Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).
STRAND / DOMAIN		READING
CATEGORY /		
PERFORMANC E INDICATOR		Craft and Structure
	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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E INDICATOR STANDARD	R.7.9-	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with
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CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.9- Diploma.a	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.9- Diploma.b	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.9- Diploma.c	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.9- Diploma.d	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.9- Diploma.a	Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
EXPECTATION	W.2.9- Diploma.b	Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Composing for Audience and Purpose

Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

STANDARD

W.3:

EXPECTATION	W.3.9- Diploma.a	Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
EXPECTATION	W.3.9- Diploma.b	Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
EXPECTATION	W.3.9- Diploma.e	Provide closure that enhances, supports, and reflects the purpose of the piece.