

Main Criteria: Structure and Style for Students

Secondary Criteria: Maine Learning Results

Subject: Language Arts

Grade: 9

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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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).
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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).
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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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.
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EXPECTATION R.5.9- Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
Diploma.a

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.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 / PERFORMANCE INDICATOR		Key Ideas and Details
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STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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EXPECTATION R.6.9- Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or
Diploma. techniques, events, or ideas interact and develop over the course of the text (or a series of texts).

**STRAND /
DOMAIN**

READING

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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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.
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EXPECTATION R.7.9- Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in
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.

**STRAND /
DOMAIN**

READING

CATEGORY / PERFORMANCE INDICATOR		Fluency
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STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
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EXPECTATION R.12.9- Read with sufficient accuracy and fluency to support comprehension.
Diploma.a

EXPECTATION R.12.9- Read various on-level texts with purpose and understanding.
Diploma.b

EXPECTATION R.12.9- Use context to confirm or self-correct word recognition.
Diploma.c

**STRAND /
DOMAIN**

WRITING

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.

STRAND / DOMAIN Guiding Principles

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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.
CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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- Spell correctly.
Diploma.d

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.

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 / PERFORMANCE 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- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

**STRAND /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE 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- 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.5.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

**STRAND /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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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).
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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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.
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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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
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STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
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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.
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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.
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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.
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STRAND / DOMAIN **READING**

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

CATEGORY / PERFORMANCE 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.
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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.
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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.
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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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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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.
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**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANCE 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 /
DOMAIN****Guiding Principles**

CATEGORY / PERFORMANCE 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.
CATEGORY / PERFORMANCE 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.

**STRAND /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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).
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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).
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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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.
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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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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- 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.5.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE 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.
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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.
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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.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE 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.
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EXPECTATION	SL.3.9-Diploma.c	Use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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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.
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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 / PERFORMANCE INDICATOR		Key Ideas and Details
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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.
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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 / PERFORMANCE INDICATOR		Craft and Structure
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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.
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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 / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
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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 / PERFORMANCE INDICATOR		Fluency
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STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
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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 / PERFORMANCE 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 / PERFORMANCE 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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.

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

STRAND / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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) as a clue to the meaning of a word or phrase.
Diploma.a

EXPECTATION L.4.9- 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).
Diploma.d

**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- 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.
Diploma.a

EXPECTATION L.5.9- 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).
Diploma.d

**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, 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.
Diploma.

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

EXPECTATION	SL.3.9-Diploma.c	Use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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EXPECTATION	R.12.9-Diploma.b	Read various on-level texts with purpose and understanding.
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EXPECTATION	R.12.9-Diploma.c	Use context to confirm or self-correct word recognition.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
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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.
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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.
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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.
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EXPECTATION	W.3.9-Diploma.d	Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
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EXPECTATION	W.3.9-Diploma.e	Provide closure that enhances, supports, and reflects the purpose of the piece.
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UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38

Maine Learning Results
Language Arts
Grade 9 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANCE 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.
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CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
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STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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EXPECTATION	L.1.9-D.c.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contestable.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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).
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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).
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE 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.
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EXPECTATION	SL.3.9-Diploma.c	Use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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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).
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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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.
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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.
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STRAND / DOMAIN **READING**

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

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

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
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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.
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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.
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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.
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UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46

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

STRAND / DOMAIN Guiding Principles

CATEGORY / PERFORMANCE 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.
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CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
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STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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EXPECTATION	L.1.9-D.c.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contestable.
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**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- Spell correctly.
Diploma.d
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**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.
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**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.
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EXPECTATION L.4.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).
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**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- 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.
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EXPECTATION L.5.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).
.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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, 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.
Diploma.

STRAND / DOMAIN **SPEAKING AND LISTENING**

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

EXPECTATION SL.3.9- Use appropriate eye contact, adequate volume, and clear pronunciation.
Diploma.c

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE 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.
Diploma.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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- Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
Diploma.a

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 account or analysis.
Diploma.b

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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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.
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UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54

Maine Learning Results
Language Arts
Grade 9 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANCE 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.
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CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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EXPECTATION	L.1.9-D.c.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contestable.
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STRAND / DOMAIN **LANGUAGE**

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

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
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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.
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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 / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
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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.
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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- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
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STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
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EXPECTATION L.5.9- 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.5.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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EXPECTATION L.6.9- 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.
Diploma.

STRAND / DOMAIN **SPEAKING AND LISTENING**

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

EXPECTATION SL.3.9- Use appropriate eye contact, adequate volume, and clear pronunciation.
Diploma.c

STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE 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.
Diploma.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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- Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
Diploma.a

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 account or analysis.
Diploma.b

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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

STRAND / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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.
CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

**STRAND /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE 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- 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.5.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

**STRAND /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE 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.
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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.
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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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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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.
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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.
Diploma.

**STRAND /
DOMAIN**

READING

CATEGORY / PERFORMANCE 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- Analyze the organization and structure of specific features and components in various texts
Diploma.a

EXPECTATION R.8.9- Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.
Diploma.b

**STRAND /
DOMAIN**

READING

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

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

EXPECTATION R.12.9- Read various on-level texts with purpose and understanding.
Diploma.b

EXPECTATION R.12.9- Use context to confirm or self-correct word recognition.
Diploma.c

**STRAND /
DOMAIN**

WRITING

CATEGORY / PERFORMANCE 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- 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.
Diploma.a

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.
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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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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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.
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EXPECTATION	W.3.9-Diploma.d	Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
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STRAND / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANCE 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.
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CATEGORY / PERFORMANCE 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.
CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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- Spell correctly.
Diploma.d

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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) as a clue to the meaning of a word or phrase.
Diploma.a

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).
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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).
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE 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.
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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.
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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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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**STRAND /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE 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.
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EXPECTATION L.4.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).
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**STRAND /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE 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- 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.
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EXPECTATION L.5.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).
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**STRAND /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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EXPECTATION	W.3.9-Diploma.d	Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
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UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98

Maine Learning Results
Language Arts
Grade 9 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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) as a clue to the meaning of a word or phrase.
Diploma.a

EXPECTATION L.4.9- 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).
Diploma.d

**STRAND /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE 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- 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.
Diploma.a

EXPECTATION L.5.9- 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).
Diploma.d

**STRAND /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE 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, 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.
Diploma.

**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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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.
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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.
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STRAND / DOMAIN **READING**

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

CATEGORY / PERFORMANCE INDICATOR		Process and Production
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STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
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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.
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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.
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**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANCE 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
Diploma.a 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 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112

Maine Learning Results**Language Arts**

Grade 9 - Adopted: 2020

**STRAND /
DOMAIN****Guiding Principles**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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.
CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE 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 / PERFORMANCE 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.
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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).
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STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE 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.
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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 / PERFORMANCE 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.
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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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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
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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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
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STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
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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.
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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.
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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.
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STRAND / DOMAIN **READING**

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

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
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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.
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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 / PERFORMANCE 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 / PERFORMANCE 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.

STRAND / DOMAIN**Guiding Principles**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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.
CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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).
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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).
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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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.
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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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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
Diploma.a trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

EXPECTATION W.2.9- Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic
Diploma.b 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
Diploma.a 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.

EXPECTATION W.3.9- Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
Diploma.d

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	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	B.	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 / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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
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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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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.
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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.
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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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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****LANGUAGE**

CATEGORY / PERFORMANCE 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- Spell correctly.
Diploma.d

**STRAND /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE 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.

**STRAND /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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- Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and
Diploma.a quantitative) in order to achieve a specific purpose or to answer a question.

EXPECTATION R.11.9- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding
Diploma.c of an idea or event, noting discrepancies among perspectives.

**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANCE 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- 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.
Diploma.a

EXPECTATION W.1.9- 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.
Diploma.b

EXPECTATION W.1.9- Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.
Diploma.c

EXPECTATION W.1.9- Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
Diploma.d

STRAND / DOMAIN WRITING

CATEGORY / PERFORMANCE 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.
Diploma.a

EXPECTATION W.2.9- Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
Diploma.b

STRAND / DOMAIN WRITING

CATEGORY / PERFORMANCE 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.
Diploma.a

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

EXPECTATION	W.3.9-Diploma.d	Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
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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 / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANCE 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.
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CATEGORY / PERFORMANCE 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.
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CATEGORY / PERFORMANCE 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.
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CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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**STRAND /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE 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.

**STRAND /
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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- Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and
Diploma.a quantitative) in order to achieve a specific purpose or to answer a question.

EXPECTATION R.11.9- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding
Diploma.c of an idea or event, noting discrepancies among perspectives.

**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANCE 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- 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.

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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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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).
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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).
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE INDICATOR		Craft and Structure
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**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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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.
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UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182

Maine Learning Results
Language Arts
Grade 9 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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.
CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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).
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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).
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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
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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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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.
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EXPECTATION	R.12.9-Diploma.b	Read various on-level texts with purpose and understanding.
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EXPECTATION	R.12.9-Diploma.c	Use context to confirm or self-correct word recognition.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE 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.
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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.
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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.
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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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
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STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
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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.
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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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
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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.
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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.
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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.
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EXPECTATION	W.3.9-Diploma.d	Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
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EXPECTATION	W.3.9-Diploma.e	Provide closure that enhances, supports, and reflects the purpose of the piece.
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CATEGORY / PERFORMANCE 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 / PERFORMANCE 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.
CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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
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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
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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 / PERFORMANCE 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.
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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).
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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).
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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**STRAND /
DOMAIN****READING**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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EXPECTATION	R.12.9-Diploma.b	Read various on-level texts with purpose and understanding.
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EXPECTATION	R.12.9-Diploma.c	Use context to confirm or self-correct word recognition.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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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.
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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.
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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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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.

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

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

STRAND / DOMAIN Guiding Principles

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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.
CATEGORY / PERFORMANCE 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 / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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EXPECTATION	L.2.9-Diploma.d	Spell correctly.
	.	

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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- 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.
Diploma.a

EXPECTATION L.5.9- 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).
Diploma.d

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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, 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.
Diploma.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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- 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.
Diploma.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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- Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
Diploma.a

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 account or analysis.
Diploma.b

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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EXPECTATION	R.12.9-Diploma.c	Use context to confirm or self-correct word recognition.
	.	

STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
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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.
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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.
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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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
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STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
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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.
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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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
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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.
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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 19 Page 207-219

Maine Learning Results
Language Arts
Grade 9 - Adopted: 2020

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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.
CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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EXPECTATION L.2.9- Diploma.d Spell correctly.
.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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).
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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).
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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
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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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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.
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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.
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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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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.
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EXPECTATION	R.12.9-Diploma.b	Read various on-level texts with purpose and understanding.
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EXPECTATION	R.12.9-Diploma.c	Use context to confirm or self-correct word recognition.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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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.
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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.
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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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.

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 / PERFORMANCE 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- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANCE 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- 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.5.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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).
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.

UNIT 9: FORMAL CRITIQUE Week 21 Page 237-240

Maine Learning Results
Language Arts
Grade 9 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.

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 / PERFORMANCE 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- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANCE 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- 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.5.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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).
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
