Main Criteria: Structure and Style for Students Secondary Criteria: Michigan Academic Standards Subject: Language Arts

Grade: 9

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature		
STANDARD		Key Ideas and Details		
GRADE LEVEL EXPECTATION	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
GRADE LEVEL EXPECTATION	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
GRADE LEVEL EXPECTATION	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature		
STANDARD		Craft and Structure		
GRADE LEVEL EXPECTATION	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		
GRADE LEVEL EXPECTATION	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.		
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature		
STANDARD		Range of Reading and Level of Text Complexity		
GRADE LEVEL EXPECTATION	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards		
STANDARD		Text Types and Purposes		
GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		

EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.			
EXPECTATION	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).			
ST RAND / ST ANDARD CAT EGORY	MI.CC.W. 9-10.	Writing Standards			
STANDARD		Text Types and Purposes			
GRADE LEVEL EXPECTATION	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.			
EXPECTATION	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.			
EXPECTATION	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.			
EXPECTATION	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.			
EXPECTATION	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.			
EXPECTATION	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards			
STANDARD		Production and Distribution of Writing			
GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			
GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.			
ST RAND / ST ANDARD CAT EGORY	MI.CC.W. 9-10.	Writing Standards			
STANDARD		Research to Build and Present Knowledge			
GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.			

STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.) Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.9-	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses

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

STRAND / MI.CC.L.9 Language Standards ST ANDARD CATEGORY -10.

STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.9-
	10.2(c)

STRAND / MI.CC.L.9 Language Standards ST ANDARD CATEGORY -10.

Spell correctly.

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION		Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

STRAND / MI.CC.L.9 Language Standards STANDARD -10.

CATEGORY

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND /
STANDARDMI.CC.L.9 Language Standards
-10.ST ANDARDVocabulary Acquisition and UseGRADE LEVEL
EXPECTATIONL.9-10.6.Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,
speaking, and listening at the college and career readiness level; demonstrate independence in gathering
vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Michigan Academic Standards Language Arts

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		Glade 9 - Adopted. 2010				
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature				
STANDARD		Key Ideas and Details				
GRADE LEVEL EXPECTATION	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
GRADE LEVEL EXPECTATION	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.				
GRADE LEVEL EXPECTATION	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.				
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature				
STANDARD		Craft and Structure				
GRADE LEVEL EXPECTATION	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).				
GRADE LEVEL EXPECTATION	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.				
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature				
STANDARD		Range of Reading and Level of Text Complexity				
GRADE LEVEL EXPECTATION	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.				
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards				
STANDARD		Text Types and Purposes				
GRADE LEVEL	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.				

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EXPECTATION

10.2.

EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.				
EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.				
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.				
EXPECTATION	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).				
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards				
STANDARD		Text Types and Purposes				
GRADE LEVEL EXPECTATION	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.				
EXPECTATION	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.				
EXPECTATION	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.				
EXPECTATION	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.				
EXPECTATION	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.				
EXPECTATION	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.				
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards				
STANDARD		Production and Distribution of Writing				
GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)				
GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.				
GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.				
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards				
STANDARD		Research to Build and Present Knowledge				

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

GRADE LEVELW.9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;EXPECTATION10.8.assess the usefulness of each source in answering the research question; integrate information into the text
selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND /	MI.CC.W.	Writing	Standards
STANDARD	9-10.		
CATEGORY			

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

STRAND /	MI.CC.L.9 Language Standards
STANDARD	-10.
CATEGORY	

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

STRAND /	MI.CC.L.9 Language Standards
STANDARD	-10.
CATEGORY	

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9-	Spell correctly.

10.2(c)

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

STRAND /	MI.CC.L.9 Language Standards
STANDARD	-10.
CATEGORY	

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Timed Essay Week 24 Page 263-263
		Michigan Academic Standards
		Language Arts Grade 9 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16
		Michigan Academic Standards Language Arts Grade 9 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL 9-10.	. Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.9-	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or

larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

10.1(c)

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

STRAND / STANDARD CATEGORY	MI.CC.SL. 9-10.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
ST RAND / ST ANDARD CAT EGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-26
		Michigan Academic Standards Language Arts Grade 9 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

GRADE LEVELW.9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;EXPECTATION10.8.assess the usefulness of each source in answering the research question; integrate information into the text
selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 9-10.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

STRAND / MI.CC.L.9 Language Standards STANDARD -10. CATEGORY

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

STRAND / MI.CC.L.9 Language Standards STANDARD -10.

CATEGORY

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / MI.CC.L.9 Language Standards -10.

ST AND ARD CAT EGORY	-10.	
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Michigan Academic Standards Language Arts

Grade 9 - Adopted: 2010

STRAND /		Reading Standards for Literature
ST AND ARD CATEGORY	.9-10.	
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GRADE LEVEL EXPECTATION	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.

EXPECTATION	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 9-10.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards

STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

STRAND / STANDARD CATEGORY	MI.CC.L.9 Language Standards -10.	
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46
		Michigan Academic Standards Language Arts Grade 9 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL	RL.9-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

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 Determine a theme or central idea of a text and analyze in detail its development over the course of the text,

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drawn from the text.

GRADE LEVELRL.9-Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a
text, interact with other characters, and advance the plot or develop the theme.

STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GRADE LEVEL EXPECTATION	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
EXPECTATION	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

GRADE LEVELW.9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, takingEXPECTATION10.6.advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND /	MI.CC.W.	Writing	Standards	
STANDARD	9-10.			
CATEGORY				

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

STRAND / STANDARD CATEGORY	MI.CC.SL. Speaking and Listening Standards 9-10.	
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

STRAND /	MI.CC.L.9 Language Standards
STANDARD	-10.
CATEGORY	

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

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STRAND / MI.CC.L.9 Language Standards
STANDARD -10.
CATEGORY
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writing or presentations.

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.

CATEGORY			
STANDARD		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	

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

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

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

		Grade 9 - Adopted. 2010
STRAND / STANDARD CATEGORY	MI.CC.RL Reading Standards for Literature .9-10.	
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GRADE LEVEL EXPECTATION	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.

EXPECTATION	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 9-10.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards

STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.9	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 55-68
		Michigan Academic Standards Language Arts Grade 9 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION		Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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

STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / MI.CC.W. Writing Standards STANDARD 9-10. CATEGORY

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



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

ST ANDARDConventions of Standard EnglishGRADE LEVEL
EXPECT ATIONL.9-
10.1.Demonstrate command of the conventions of standard English grammar and usage when writing or
speaking.EXPECTATIONL.9-
10.1(b)Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses
(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
writing or presentations.

STRAND /	MI.CC.L.9 Language Standards
STANDARD	-10.
CATEGORY	

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9-	Spell correctly.

10.2(c)

STRAND / MI.CC.L.9 Language Standards STANDARD -10. CATEGORY

 ST ANDARD
 Vocabulary Acquisition and Use

 GRADE LEVEL
 L.9

 10.4.
 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78
		Michigan Academic Standards Language Arts
		Grade 9 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL 9-10.	. Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

EXPECTATION	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

STRAND /	MI.CC.L.9 Language Standards
STANDARD	-10.
CATEGORY	

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

STRAND / MI.CC.L.9 Language Standards ST ANDARD CATEGORY -10.

STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.9-10.2(c)

STRAND / MI.CC.L.9 Language Standards ST AND ARD CATEGORY -10.

Spell correctly.

STANDARD		Vocabulary Acquisition and Use		
GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.		
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	MI.CC.L.9 Language Standards 10.		
STANDARD		Vocabulary Acquisition and Use		
GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

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

Michigan Academic Standards Language Arts Grade 9 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text			
STANDARD		Key Ideas and Details			
GRADE LEVEL EXPECTATION	RI.9-10.1.	te strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences awn from the text.			
GRADE LEVEL EXPECTATION	RI.9-10.2.	petermine a central idea of a text and analyze its development over the course of the text, including how it emerges nd is shaped and refined by specific details; provide an objective summary of the text.			
STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	eading Standards for Informational Text			
STANDARD		Craft and Structure			
GRADE LEVEL EXPECTATION	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).			
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	riting Standards			
STANDARD		ext Types and Purposes			
GRADE LEVEL EXPECTATION	W.9- 10.2.	<i>W</i> rite informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			
EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.			
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards			
STANDARD		Production and Distribution of Writing			
GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			
GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.			
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards			

STANDARD		Research to Build and Present Knowledge				
GRADE LEVEL EXPECTATION	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				
GRADE LEVEL EXPECTATION	W.9- 10.8.	ather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; ssess the usefulness of each source in answering the research question; integrate information into the text electively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.				
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	MI.CC.W. Writing Standards 9-10.				
STANDARD		Range of Writing				
GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	inguage Standards				
STANDARD		Conventions of Standard English				
GRADE LEVEL EXPECTATION	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing of speaking.				
EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to vriting or presentations.				
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	anguage Standards				
STANDARD		Conventions of Standard English				
GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
EXPECTATION	L.9- 10.2(c)	Spell correctly.				
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards				
STANDARD		Vocabulary Acquisition and Use				
GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.				
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.				
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				

STANDARD		Vocabulary Acquisition and Use			
GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
	UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98				
	Michigan Academic Standards Language Arts				
		Grade 9 - Adopted: 2010			
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	CC.RL Reading Standards for Literature D.			
STANDARD		Key Ideas and Details			
GRADE LEVEL EXPECTATION	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
GRADE LEVEL EXPECTATION	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	MI.CC.RL Reading Standards for Literature 9-10.			
STANDARD		Craft and Structure			
GRADE LEVEL EXPECTATION	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative neanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).			
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	RL Reading Standards for Literature			
STANDARD		Range of Reading and Level of Text Complexity			
GRADE LEVEL EXPECTATION	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	MI.CC.W. Writing Standards 9-10.			
STANDARD		Text Types and Purposes			
GRADE LEVEL EXPECTATION	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.			
EXPECTATION	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.			
EXPECTATION	W.9- 10.3(b)				
EXPECTATION	W.9- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 10.3(c)				

EXPECTATION W.9-10.3(d)

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

STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

 STRAND / STANDARD CATEGORY
 MI.CC.W.
 Writing Standards

 ST ANDARD
 Range of Writing

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

STRAND / MI.CC.L.9 Language Standards STANDARD -10. CATEGORY

EXPECTATION 10.4.

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

	STRAND / STANDARD CATEGORY	MI.CC.L.9 Language Standards -10.			
STANDARD			Conventions of Standard English		
	GRADE LEVEL EXPECTATION	· · · · · · · · · · · · · · · · · · ·			
	EXPECTATION	L.9- 10.2(c)	Spell correctly.		
	STRAND / STANDARD CATEGORY	MI.CC.L.9 Language Standards -10.			
	STANDARD		Vocabulary Acquisition and Use		
	GRADE LEVEL	L.9-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on		

grades 9-10 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	MI.CC.L.9 Language Standards 10.			
STANDARD		ocabulary Acquisition and Use			
GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112			
		Michigan Academic Standards Language Arts Grade 9 - Adopted: 2010			
STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text			
STANDARD		Key Ideas and Details			
GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences Irawn from the text.			
GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
GRADE LEVEL EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are nade, how they are introduced and developed, and the connections that are drawn between them.			
STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text			
STANDARD		Craft and Structure			
GRADE LEVEL EXPECTATION	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).			
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards			
STANDARD		Text Types and Purposes			
GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			

EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.				
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.				
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	/riting Standards				
STANDARD		roduction and Distribution of Writing				
GRADE LEVEL EXPECTATION	W.9- 10.4.	oduce clear and coherent writing in which the development, organization, and style are appropriate to task, rpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)				
GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.				
GRADE LEVEL EXPECTATION	W.9- 10.6.	se technology, including the Internet, to produce, publish, and update individual or shared writing products, taking dvantage of technology's capacity to link to other information and to display information flexibly and dynamically.				
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	/riting Standards				
STANDARD		esearch to Build and Present Knowledge				
GRADE LEVEL EXPECTATION	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				
GRADE LEVEL EXPECTATION	W.9- 10.8.	ather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; ssess the usefulness of each source in answering the research question; integrate information into the text electively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.				
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards				
STANDARD		Range of Writing				
GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards				
STANDARD		Conventions of Standard English				
GRADE LEVEL EXPECTATION	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.				

STANDARD	NDARD Conventions of Standard English				
GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
EXPECTATION	L.9- 10.2(c)	Spell correctly.			
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	anguage Standards			
STANDARD		Vocabulary Acquisition and Use			
GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.			
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	.CC.L.9 Language Standards			
STANDARD		ocabulary Acquisition and Use			
GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126			
		Michigan Academic Standards			
		Language Arts Grade 9 - Adopted: 2010			
STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text			
STANDARD		Key Ideas and Details			
GRADE LEVEL EXPECTATION	RI.9-10.1.	tite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences rawn from the text.			
GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges ind is shaped and refined by specific details; provide an objective summary of the text.			
GRADE LEVEL EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are nade, how they are introduced and developed, and the connections that are drawn between them.			
STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text			

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

STRAND /	MI.CC.W.	Writing	Standards
STANDARD	9-10.		
CATEGORY			

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Range of Writing

GRADE LEVELW.9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (aEXPECTATION10.10.single sitting or a day or two) for a range of tasks, purposes, and audiences.

STRAND /	MI.CC.L.9 Language Standards
STANDARD	-10.
CATEGORY	

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

STRAND /	MI.CC.L.9 Language Standards
STANDARD	-10.
CATEGORY	

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION		Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

STRAND /	MI.CC.L.9 Language Standards
STANDARD	-10.
CATEGORY	

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD	MI.CC.L.9 -10.	Language Standards

CATEGORY	
STANDARD	Vocabulary Acquisition and Use

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132

Michigan Academic Standards Language Arts Grade 9 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Writing Standards Text Types and Purposes
ST AND ARD CAT EGORY	9-10. W.9-	-
ST ANDARD CATEGORY ST ANDARD GRADE LEVEL	9-10. W.9-	Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information
ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL EXPECT ATION	9-10. W.9- 10.2. W.9-	Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding
ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL EXPECTATION EXPECTATION	9-10. W.9- 10.2(a) W.9-	Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL EXPECTATION EXPECTATION	9-10. W.9- 10.2(a) W.9- 10.2(b) W.9- 10.2(b) W.9- 10.2(d)	Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ST RAND / ST ANDARD CAT EGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION		Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual

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

STRAND /	MI.CC.L.9 Language Standards
STANDARD	-10.
CATEGORY	

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 13 Page 133-138
		Michigan Academic Standards
		Language Arts Grade 9 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.

MI.CC.L.9 Language Standards STANDARD -10.

STRAND /

CATEGORY STANDARD Knowledge of Language **GRADE LEVEL** L.9-Apply knowledge of language to understand how language functions in different contexts, to make **EXPECTATION** 10.3. effective choices for meaning or style, and to comprehend more fully when reading or listening. EXPECTATION L.9-Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. 10.3(a) STRAND / MI.CC.L.9 Language Standards

STANDARD CATEGORY	-10.	
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 7: INVENTIVE WRITING Week 14 Page 139-144

Michigan Academic Standards Language Arts

Grade 9 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	10.1.	op out ing t
EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
EXPECTATION ST RAND / ST AND ARD	L.9- 10.1(b) MI.CC.L.9	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 ST RAND / ST ANDARD CAT EGORY	L.9- 10.1(b) MI.CC.L.9	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. Language Standards
EXPECTATION ST RAND / ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL	L.9- 10.1(b) MI.CC.L.9 -10.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
EXPECTATION ST RAND / ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL EXPECT AT ION	L.9- 10.1(b) MI.CC.L.9 -10. L.9- 10.2. L.9- 10.2(c)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION		Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 15 Page 145-160
		Michigan Academic Standards
		Language Arts Grade 9 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
ST RAND / ST ANDARD CAT EGORY	MI.CC.RL .9-10.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GRADE LEVEL EXPECTATION	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.9- 10.9.	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND / **MI.CC.W.** Writing Standards **STANDARD** 9-10. CATEGORY

STANDARD Text Types and Purposes W.9. **GRADE LEVEL** Write narratives to develop real or imagined experiences or events using effective technique, well-**EXPECTATION** 10.3. chosen details, and well-structured event sequences. **EXPECTATION** W.9-Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) 10.3(a) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **EXPECTATION** W/9-Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 10.3(b) **EXPECTATION** W.9-Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 10.3(c) **EXPECTATION** W.9-Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, 10.3(d) events, setting, and/or characters. **EXPECTATION** W.9-Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of 10.3(e) the narrative. STRAND / **MI.CC.W. Writing Standards STANDARD** 9-10. CATEGORY **STANDARD Production and Distribution of Writing GRADE LEVEL** W.9-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, EXPECTATION 10.4. purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) GRADE LEVEL W.9-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing **EXPECTATION** 10.5. on addressing what is most significant for a specific purpose and audience. GRADE LEVEL W.9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking **EXPECTATION** 10.6. advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / **STANDARD** CATEGORY **MI.CC.W. Writing Standards**

9-10.

STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.9- 10.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.9- 10.9(a)	Apply grades 9-10 reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards

STANDARD Range of Writing

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

STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards	
STANDARD	Conventions of Standard English		
GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
EXPECTATION	L.9- 10.2(c)	Spell correctly.	
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards	
STANDARD		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards	
STANDARD		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
		UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182	
5		Michigan Academic Standards	
		Language Art s Grade 9 - Adopted: 2010	
STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text	
STANDARD		Key Ideas and Details	
GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
GRADE LEVEL EXPECTATION	RI.9-10.2.	0-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
GRADE LEVEL		Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are	

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

STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STRAND / MI.CC.L.9 Language Standards **STANDARD** -10. CATEGORY

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

STRAND /	MI.CC.L.9 Language Standards
STANDARD	-10.
CATEGORY	

CATEGORY	
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.

STRAND / MI.CC.L.9 Language Standards STANDARD -10.

CATEGORY

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

STRAND / MI.CC.L.9 Language Standards -10.

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STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	RADE LEVEL (PECT ATIONL.9- 10.4.Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

STRAND / STANDARD CATEGORY	MI.CC.L.9 Language Standards -10.	
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI. Reading Standards for Informational Text 9-10.		
STANDARD		Key Ideas and Details	
GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
GRADE LEVEL EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	
STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text	
STANDARD		Craft and Structure	
GRADE LEVEL EXPECTATION	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	
STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text	
STANDARD		Integration of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	RI.9-10.7.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards	
STANDARD		Text Types and Purposes	
GRADE LEVEL EXPECTATION	W.9- 10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	

EXPECTATION	W.9- 10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	
EXPECTATION	W.9- 10.1(b)	pevelop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and mitations of both in a manner that anticipates the audience's knowledge level and concerns.	
EXPECTATION	W.9- 10.1(d)	stablish and maintain a formal style and objective tone while attending to the norms and conventions of the iscipline in which they are writing.	
EXPECTATION	W.9- 10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.	
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards	
STANDARD		Text Types and Purposes	
GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	
EXPECTATION	W.9- 10.2(e)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards	
STANDARD		Production and Distribution of Writing	
GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards	
STANDARD		Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	

STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.) Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.9-	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses

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

STRAND / MI.CC.L.9 Language Standards ST ANDARD CATEGORY -10.

STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.9-
	10.2(c)

STRAND / MI.CC.L.9 Language Standards ST ANDARD CATEGORY -10.

Spell correctly.

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION		Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

STRAND / MI.CC.L.9 Language Standards STANDARD -10.

CATEGORY

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / MI.CC.L.9 Language Standards STANDARD -10. CATEGORY STANDARD Vocabulary Acquisition and Use **GRADE LEVEL** L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, **EXPECTATION** 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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Michigan Academic Standards Language Arts

Grade 9 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI. Reading Standards for Informational Text 9-10.	
STANDARD	Key Ideas and Details	
GRADE LEVEL EXPECTATION	RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
GRADE LEVEL EXPECTATION	RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
GRADE LEVEL EXPECTATION	RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	
ST RAND / ST ANDARD	MI.CC.RI. Reading Standards for Informational Text 9-10.	

ST AND ARD CATEGORY

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

STRAND /	MI.CC.W.	Writing Standards
STANDARD	9-10.	
CATEGORY		

STANDARD	IDARD Text Types and Purposes	
GRADE LEVEL EXPECTATION	W.9- 10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	W.9- 10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION	W.9- 10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION	W.9- 10.1(d)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

EXPECTATION W.9-

W.9- Provide a concluding statement or section that follows from and supports the argument presented.10.1(e)

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	W.9- 10.2(e)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / MI.CC.W. Writing Standards STANDARD 9-10. CATEGORY

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

STRAND /	MI.CC.L.9 Language Standards
STANDARD	-10.
CATEGORY	

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(b)	Use a colon to introduce a list or quotation.
EXPECTATION	L.9-	Spell correctly.

STRAND /	MI.CC.L.9 Language Standards
STANDARD	-10.
CATEGORY	

10.2(c)

 ST ANDARD
 Knowledge of Language

 GRADE LEVEL EXPECT ATION
 L.9-10.3.
 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

STRAND / MI.CC.L.9 Language Standards STANDARD -10.

CATEGORY

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD	MI.CC.L.9 Language Standards -10.	

STANDARD · CATEGORY

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

Michigan Academic Standards Language Arts

Grade 9 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI. Reading Standards for Informational Text 9-10.		
STANDARD		Key Ideas and Details	
GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
GRADE LEVEL EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	
STRAND / STANDARD CATEGORY	MI.CC.RI. 9-10.	Reading Standards for Informational Text	

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

STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Production and Distribution of Writing

GRADE LEVELW.9-Produce clear and coherent writing in which the development, organization, and style are appropriate to task,EXPECTATION10.4.purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

GRADE LEVELW.9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, takingEXPECTATION10.6.advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL	W.9-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

STRAND /	MI.CC.L.9 Language Standards
STANDARD	-10.
CATEGORY	

10.10.

EXPECTATION

CATEGORY

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

single sitting or a day or two) for a range of tasks, purposes, and audiences.

STRAND /	MI.CC.L.9 Language Standards
STANDARD	-10.
CATEGORY	

STANDARD Conventions of Standard English GRADE LEVEL L.9-Demonstrate command of the conventions of standard English capitalization, punctuation, and EXPECTATION 10.2. spelling when writing. **EXPECTATION** L.9-Use a colon to introduce a list or quotation. 10.2(b) L.9-Spell correctly. EXPECTATION 10.2(c) STRAND / **MI.CC.L.9 Language Standards** STANDARD -10.

STANDARD		Knowledge of Language
-		
GRADE LEVEL EXPECTATION	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.9	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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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		Michigan Academic Standards Language Art s Grade 9 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature
		Key Ideas and Details
STANDARD		

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

GRADE LEVELRL.9-Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of aEXPECTATION10.3.text, interact with other characters, and advance the plot or develop the theme.

STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature
STANDARD		Craft and Structure

GRADE LEVEL EXPECTATION	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GRADE LEVEL EXPECTATION	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9- 10.3.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
GRADE LEVEL		Write narratives to develop real or imagined experiences or events using effective technique, well-
GRADE LEVEL EXPECTATION	10.3 . W.9-	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s)
GRADE LEVEL EXPECTATION	10.3. W.9- 10.3(a) W.9-	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop
GRADE LEVEL EXPECTATION EXPECTATION	10.3. W.9- 10.3(a) W.9- 10.3(b) W.9-	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION	10.3. W.9- 10.3(a) W.9- 10.3(b) W.9- 10.3(c) W.9-	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,
GRADE LEVEL EXPECTATIONEXPECTATIONEXPECTATIONEXPECTATIONEXPECTATION	10.3. W.9- 10.3(a) W.9- 10.3(b) W.9- 10.3(c) W.9- 10.3(d) W.9- 10.3(d) W.9- 10.3(e)	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of

GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD	MI.CC.W. 9-10.	Writing Standards

STRAND / STANDARD CATEGORY

STANDARD		Research to Build and Present Knowledge
).8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STRAND / STANDARD	MI.CC.L.9 Language Standards
CATEGORY	101

Standards

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

STRAND /	MI.CC.L.9	Language
STANDARD	-10.	
CATEGORY		

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.

STRAND /	MI.CC.L.9 Language Standards
STANDARD	-10.
CATEGORY	

STANDARD	Knowledge of Language
GRADE LEVEL EXPECTATION	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION L.9-10.3(a)

STANDARD

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

STRAND /	MI.CC.L.9 Language Standards
STANDARD	-10.
CATEGORY	

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: FORMAL CRITIQUE Week 21 Page 237-240
		Michigan Academic Standards
		Language Arts
		Grade 9 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature

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

Craft and Structure

GRADE LEVEL EXPECTATION	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STRAND / STANDARD CATEGORY	MI.CC.RL .9-10.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
EXPECTATION	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 9-10.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.
STRAND / STANDARD CATEGORY	MI.CC.L.9 -10.	Language Standards
STANDARD		Knowledge of Language

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION		Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.9 Language Standards -10.	
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.