Main Criteria: Structure and Style for Students

Secondary Criteria: Mississippi College & Career Readiness Standards

Subject: Language Arts

Grade: 9

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

Mississippi College & Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

THEME		English I
SUBJECT		Reading Literature
STANDARD		Key Ideas and Details
OBJECTIVE	El.RL.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	El.RL.9.2.	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s), provide an accurate summary of the text based upon this analysis.
OBJECTIVE	El.RL.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
THEME		English I
SUBJECT		Reading Literature
STANDARD		Craft and Structure
OBJECTIVE	EI.RL.9.4.	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).
OBJECTIVE	EI.RL.9.5.	Analyze how an author's choice 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.
THEME		English I
SUBJECT		Reading Literature
STANDARD		Range of Reading and Level of Text Complexity
OBJECTIVE	El.RL.9.1 0.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Text Types and Purposes

El.W.9.2. 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.

OBJECTIVE

OBJECTIVE	El.W.9.2a.	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.
OBJECTIVE	El.W.9.2b.	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.
OBJECTIVE	El.W.9.2d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.
OBJECTIVE	EI.W.9.2f.	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).
THEME		English I
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI.W.9.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	El.W.9.3a.	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.
OBJECTIVE	EI.W.9.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	El.W.9.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	EI.W.9.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	EI.W.9.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
THEME		English I
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EI.W.9.4.	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.)
OBJECTIVE		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,
OBJECTIVE	EI.W.9.5.	focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
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OBJECTIVE		focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
		focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.) 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.

OBJECTIVE	EI.W.9.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effective 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.
ТНЕМЕ		English I
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EI.W.9.10.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	El.L.9.1b.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	El.L.9.2c.	Spell correctly.
THEME		English I
SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EI.L.9.3.	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.
OBJECTIVE	El.L.9.3a.	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.
THEME		English I
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	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.

OBJECTIVE	El.L.9.4d.	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).

THEME English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	El.L.9.6.	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.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11 012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- CW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- CW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- CW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- CW.W.11II 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- CW.W.11II 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11 12.4.	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.)
STANDARD	HS- CW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
	CW.W.11	single sitting or a day or two) for a range of tasks, purposes, and audiences.
	12.10.	

SUBJECT		Language
	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11II 12.2b.	Spell correctly.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11II 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	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).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	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.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.2.	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.
OBJECTIVE	HS- DE.W.11II 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

OBJECTIVE	HS-	Provide a concluding statement or section that follows from and supports the information or explanation presented
	DE.W.11	(e.g., articulating implications or the significance of the topic).
	12.2f.	

TI	HEME	Debate
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SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.111 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.111 12.2b.	Spell correctly.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.110 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	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).

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	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.

THEME	Foundations of Journalism

12.6.

THEME		Touridations of dournalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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. (RL.9010.2)
STANDARD	HS- FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11012.2)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	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. (W.9110.2a)
STANDARD	HS- FJ.3.h.	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. (W.9110.2b)
STANDARD	HS-FJ.3.I.	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. (W.9010.8)
THEME		Mississippi Writers
SUBJECT		Reading Literature
STANDARD	HS- MW.RL.11 I12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- MW.RL.11 112.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- MW.RL.11 I12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- MW.RL.11 I12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
STANDARD	HS- MW.RL.11 I12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS- MW.RL.11	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

STANDARD HS- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the MW.RL.11 grades 11–CCR text complexity band independently and proficiently.

112.10.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.2.	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.
OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- MW.W.110 12.2f.	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).

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- MW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- MW.W.11I 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- MW.W.111 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- MW.W.11I 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- MW.W.11I 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11II 12.4.	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.)
STANDARD	HS- MW.W.11II 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.11I 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	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.
OBJECTIVE	HS- OC.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- OC.W.110 12.2f.	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).

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- OC.W.11I 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- OC.W.11II 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE	HS- OC.W.111 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- OC.W.11II 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- OC.W.11II 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	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.)
STANDARD	HS- OC.W.11 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11I 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Survey of African American Writing

SUBJECT		Reading Literature
STANDARD	HS- AAW.RL.1 1112.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- AAW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- AAW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- AAW.RL.1 1012.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS- AAW.RL.1 1012.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

STANDARD	HS- AAW.RL.1 1112.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- AAW.RL.1 1112.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	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.
OBJECTIVE	HS- AAW.W.11 112.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2f.	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).

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- AAW.W.11 [12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- AAW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- AAW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- AAW.W.11 I12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

OBJECTIVE HS- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of

AAW.W.11 the narrative.

12.3e.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Literature
STANDARD	HS- TCW.RL.1 1112.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- TCW.RL.1 1112.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- TCW.RL.1 1112.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- TCW.RL.1 1112.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS- TCW.RL.1 1112.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS- TCW.RL.1 1112.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- TCW.RL.1 1112.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	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.
OBJECTIVE	HS- TCW.W.11 112.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2f.	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).

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- TCW.W.11 I12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- TCW.W.11 [12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- TCW.W.11 I12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME

Survey of Twentieth Century Writing

SUBJECT Writing

STANDARD	HS- TCW.W.1 1112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradell specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME

Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11112.2.	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.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2f.	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).

THEME

Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
	TWW.W.1	single sitting or a day or two) for a range of tasks, purposes, and audiences.
	1∏12.10.	

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11 I12.2b.	Spell correctly.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 I12.4a.	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.
OBJECTIVE	HS- TWW.L.11 []12.4d.	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).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	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.

THEME World Literature

SUBJECT		Reading Literature
STANDARD	HS- WL.RL.91 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.
STANDARD	HS- WL.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.
STANDARD	HS- WL.RL.91 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.

STANDARD	HS- WL.RL.90 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).
STANDARD	HS- WL.RL.90 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD	HS- WL.RL.90 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9110 text complexity band proficiently, with scaffolding as needed at the high end of the range.

THEME

World Literature

SUBJECT		Writing
STANDARD	HS- WL.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.
OBJECTIVE	HS- WL.W.90 10.2a.	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.
OBJECTIVE	HS- WL.W.91 10.2b.	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.
OBJECTIVE	HS- WL.W.90 10.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS- WL.W.91 10.2f.	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).

THEME

World Literature

SUBJECT		Writing
STANDARD	HS- WL.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.
OBJECTIVE	HS- WL.W.90 10.3a.	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.
OBJECTIVE	HS- WL.W.90 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- WL.W.9I 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

OBJECTIVE	HS- WL.W.9I 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- WL.W.9I 10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME World Literature

SUBJECT

Reading Literature

SUBJECT		Writing
STANDARD	HS- WL.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.)
STANDARD	HS- WL.W.90 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.W.90 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.
STANDARD	HS- WL.W.90 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.
STANDARD	HS- WL.W.90 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.

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Mississippi College & Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

THEME		English I
SUBJECT		Reading Literature
STANDARD		Key Ideas and Details
OBJECTIVE	EI.RL.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RL.9.2.	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s), provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RL.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
THEME		English I

STANDARD		Craft and Structure
OBJECTIVE	EI.RL.9.4.	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).
OBJECTIVE	EI.RL.9.5.	Analyze how an author's choice 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.
THEME		English I
SUBJECT		Reading Literature
STANDARD		Range of Reading and Level of Text Complexity
OBJECTIVE	EI.RL.9.1 0.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI.W.9.2.	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.
OBJECTIVE	El.W.9.2a.	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.
OBJECTIVE	EI.W.9.2b.	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.
OBJECTIVE	El.W.9.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE	EI.W.9.2f.	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).
THEME		English I
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI.W.9.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	El.W.9.3a.	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.
OBJECTIVE	EI.W.9.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	EI.W.9.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	El.W.9.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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El.W.9.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME English I

SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EI.W.9.4.	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.)
OBJECTIVE	EI.W.9.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE	EI.W.9.6.	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.

THEME English I

SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated 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.
OBJECTIVE	EI.W.9.8.	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.

THEME English I

SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EI.W.9.10.	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.

THEME English I

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	El.L.9.1b.	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.

THEME English I

SUBJECT Language	
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STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	El.L.9.2c.	Spell correctly.
ГНЕМЕ		English I
SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EI.L.9.3.	
OBJECTIVE	El.L.9.3a.	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.
ТНЕМЕ		English I
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	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.
OBJECTIVE	El.L.9.4a.	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.
OBJECTIVE	El.L.9.4d.	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).
ТНЕМЕ		English I
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	El.L.9.6.	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.
ТНЕМЕ		Creative Writing
SUBJECT		Writing
STANDARD	HS- CW.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well@structured event sequences.
OBJECTIVE	HS- CW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS-	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop

 $\hbox{CW.W.11} \ \ \, \hbox{experiences, events, and/or characters.}$

12.3b.

OBJECTIVE	HS- CW.W.11II 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- CW.W.11I 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- CW.W.11II 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11II 12.4.	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.)
STANDARD	HS- CW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Creative Writing

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11	Spell correctly.

THEME Creative Writing

12.2b.

SUBJECT	Language	
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STANDARD	HS- CW.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11II 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	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).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	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.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11 12.2.	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.
OBJECTIVE	HS- DE.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- DE.W.11II 12.2f.	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).

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD	HS- DE.W.111 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.111 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.11I 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.11	Spell correctly.

THEME Debate

12.2b.

SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.111 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	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).

THEME Debate

SUBJECT

SUBJECT		Language
STANDARD	HS- DE.L.111 12.6.	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.
THEME		Foundations of Journalism

 $\label{eq:continuous_problem} \textbf{Develop skills in gathering and evaluating information.}$

STANDARD	HS- FJ.2.a.	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. (RL.9010.2)
STANDARD	HS- FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11112.2)
STANDARD	HS-FJ.2.f.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11II12.7)
THEME		Foundations of Journalism

SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	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. (W.910.2a)
STANDARD	HS- FJ.3.h.	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. (W.9@10.2b)
STANDARD	HS-FJ.3.l.	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. (W.9110.8)

THEME Mississippi Writers

SUBJECT		Reading Literature
STANDARD	HS- MW.RL.11 [12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- MW.RL.11 [12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- MW.RL.11 I12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- MW.RL.11 [12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
STANDARD	HS- MW.RL.11 012.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS- MW.RL.11 I12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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HS-12.10.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the $\hbox{MW.RL.11} \quad \hbox{grades 11--CCR text complexity band independently and proficiently}.$

THEME

Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.110 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME

Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 I12.2.	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.
OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- MW.W.11 12.2f.	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).

THEME

Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- MW.W.11I 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- MW.W.11I 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- MW.W.11I 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

OBJECTIVE	HS- MW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- MW.W.110 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	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.
OBJECTIVE	HS- OC.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.110 12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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HS-12.2f.

Provide a concluding statement or section that follows from and supports the information or explanation presented $\hbox{OC.W.11} \hbox{\Large \ \ } \hbox{ (e.g., articulating implications or the significance of the topic)}.$

THEME

Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well@structured event sequences.
OBJECTIVE	HS- OC.W.110 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- OC.W.110 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- OC.W.110 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- OC.W.110 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- OC.W.110 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME

Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	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.)
STANDARD	HS- OC.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.11I 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD HS- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a OC.W.111 single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Survey of African American Writing

12.10.

SUBJECT		Reading Literature
STANDARD	HS- AAW.RL.1 1012.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- AAW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- AAW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- AAW.RL.1 1012.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS- AAW.RL.1 1012.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS- AAW.RL.1 1012.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- AAW.RL.1 1112.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Survey of African American Writing

SUBJECT	Writing
STANDARD	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.

OBJECTIVE HS- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which AAW.W.11 precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE	HS- AAW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- AAW.W.11 012.2f.	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).

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- AAW.W.11 I12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- AAW.W.11 112.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- AAW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- AAW.W.11 [12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- AAW.W.11 [12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1112.4.	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.)
STANDARD	HS- AAW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1112.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Literature
STANDARD	HS- TCW.RL.1 1012.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- TCW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- TCW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- TCW.RL.1 1012.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS- TCW.RL.1 1012.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS- TCW.RL.1 1012.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- TCW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Survey of Twentieth Century Writing

STANDARD	HS- TCW.W.1 1112.2.	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.
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2f.	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).

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- TCW.W.11 [12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- TCW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- TCW.W.11 [12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- TCW.W.11 [12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)

STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1112.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11112.2.	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.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2f.	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).

THEME Technical and Workplace Writing

STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TWW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11	Spell correctly.

THEME Technical and Workplace Writing

12.2b.

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 112.4a.	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.
OBJECTIVE	HS- TWW.L.11 []12.4d.	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).

THEME Technical and Workplace Writing

SUBJECT	Language	
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STANDARD	HS-	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing,
	TWW.L.11	speaking, and listening at the college and career readiness level; demonstrate independence in gathering
	12.6 .	vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Reading Literature
STANDARD	HS- WL.RL.90 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.
STANDARD	HS- WL.RL.91 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.
STANDARD	HS- WL.RL.91 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.
STANDARD	HS- WL.RL.91 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).
STANDARD	HS- WL.RL.91 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD	HS- WL.RL.91 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9010 text complexity band proficiently, with scaffolding as needed at the high end of the range.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.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.
OBJECTIVE	HS- WL.W.91 10.2a.	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.
OBJECTIVE	HS- WL.W.91 10.2b.	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.
OBJECTIVE	HS- WL.W.91 10.2d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS- WL.W.9I 10.2f.	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).

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.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.
OBJECTIVE	HS- WL.W.91 10.3a.	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.
OBJECTIVE	HS- WL.W.91 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- WL.W.91 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	HS- WL.W.91 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- WL.W.9I 10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.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.)
STANDARD	HS- WL.W.9I 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.W.9I 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.
STANDARD	HS- WL.W.9I 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.9I 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.
STANDARD	HS- WL.W.9I 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.

THEME		English I
SUBJECT		Reading Literature
STANDARD		Key Ideas and Details
OBJECTIVE	El.RL.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RL.9.2.	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s), provide an accurate summary of the text based upon this analysis.
THEME		English I
SUBJECT		Reading Literature
STANDARD		Craft and Structure
OBJECTIVE	EI.RL.9.4.	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).
THEME		English I
SUBJECT		Reading Literature
STANDARD		Range of Reading and Level of Text Complexity
OBJECTIVE	EI.RL.9.1 0.	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.
THEME		English I
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EI.RI.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RI.9.2.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RI.9.3.	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.
THEME		English I
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	El.Rl.9.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and

THEME		English I
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EI.W.9.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE	EI.W.9.6.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EI.W.9.10.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EI.L.9.2c.	Spell correctly.
THEME		English I
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	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.
OBJECTIVE	El.L.9.4a.	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.
OBJECTIVE	El.L.9.4d.	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).
THEME		English I
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	El.L.9.6.	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.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11	Spell correctly.

THEME Creative Writing

12.2b.

SUBJECT		Language
STANDARD	HS- CW.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11II 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	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).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	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.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME	Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.110 12.2b.	Spell correctly.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.110 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	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).

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	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.

THEME Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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. (RL.9110.2)
STANDARD	HS- FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11\(\text{0}\)12.2)
STANDARD	HS- FJ.2.c.	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. (RI.9110.2)

THEME Mississippi Writers

SUBJECT		Reading Literature
STANDARD	HS- MW.RL.11 012.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- MW.RL.11 012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- MW.RL.11 I12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- MW.RL.11 I12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
STANDARD	HS- MW.RL.11 I12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.111 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.110 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- MW.RI.110 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- MW.RI.111 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.111 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

ГΑ			

HS-12.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a $\label{eq:mww.111} \mbox{MW.W.111} \mbox{ single sitting or a day or two) for a range of tasks, purposes, and audiences.}$

THEME

Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11II 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME

Survey of African American Writing

SUBJECT		Reading Literature
STANDARD	HS- AAW.RL.1 1012.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- AAW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- AAW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- AAW.RL.1 1012.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS- AAW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME

Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

STANDARD	HS- AAW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- AAW.RI.1 112.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Literature
STANDARD	HS- TCW.RL.1 1012.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- TCW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- TCW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- TCW.RL.1 1012.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS- TCW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

STANDARD	HS- TCW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TCW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- TCW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TWW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- TWW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11	Spell correctly.

THEME Technical and Workplace Writing

12.2b.

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 I12.4a.	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.
OBJECTIVE	HS- TWW.L.11 012.4d.	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).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	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.

THEME World Literature

SUBJECT		Reading Literature
STANDARD	HS- WL.RL.90 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.
STANDARD	HS- WL.RL.90 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.
STANDARD	HS- WL.RL.90 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).

STANDARD	HS-	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9110
	WL.RL.9	text complexity band proficiently, with scaffolding as needed at the high end of the range.
	10.10.	

THEME	World Literature

STANDARD

Text Types and Purposes

SUBJECT		Writing
STANDARD	HS- WL.W.91 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.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.
STANDARD	HS- WL.W.91 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.

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

Mississippi College & Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

THEME		English I
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EI.RI.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	El.Rl.9.2.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	El.Rl.9.3.	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.
THEME		English I
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	El.Rl.9.4.	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).
THEME		English I
SUBJECT		Writing

OBJECTIVE	EI.W.9.2.	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.
OBJECTIVE	El.W.9.2a.	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.
OBJECTIVE	El.W.9.2b.	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.
OBJECTIVE	El.W.9.2d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
THEME		English I
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	El.W.9.4.	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.)
OBJECTIVE	El.W.9.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
THEME		English I
		was the same of th
SUBJECT		Writing
SUBJECT		Research to Build and Present Knowledge
	EI.W.9.7.	
STANDARD	EI.W.9.7.	Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the
ST AND ARD OBJECTIVE		Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a selfigenerated 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. 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
ST ANDARD OBJECTIVE OBJECTIVE		Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a selfigenerated 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. 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.
ST ANDARD OBJECTIVE OBJECTIVE		Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a selfigenerated 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. 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. English I
STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT	EI.W.9.8.	Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a selfigenerated 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. 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. English I Writing
STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD	EI.W.9.8.	Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a selfigenerated 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. 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. English I Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
STANDARD OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE	EI.W.9.8.	Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a selfigenerated 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. 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. English I Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE	EI.W.9.8.	Research to Build and Present Knowledge 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. 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. English I Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

OBJECTIVE	El.SL.9.1 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.
OBJECTIVE	El.SL.9.1c	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.
OBJECTIVE	El.SL.9.1 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.

THEME English I

SUBJECT		Speaking and Listening
STANDARD		Presentation of Knowledge and Ideas
OBJECTIVE	El.SL.9.4.	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.

THEME English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	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.
OBJECTIVE	El.L.9.4a.	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.
OBJECTIVE	El.L.9.4d.	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).

THEME English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	El.L.9.6.	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.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11II 12.4.	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.)
STANDARD	HS- CW.W.11 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD	HS- CW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.11II 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME **Creative Writing**

SUBJECT		Language
STANDARD	HS- CW.L.11 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS-	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CW.L.11 12.1a.

THEME **Creative Writing**

SUBJECT		Language
STANDARD	HS- CW.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.110 12.4a.	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.
OBJECTIVE	HS- CW.L.110	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).

THEME **Creative Writing**

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	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.

THEME Debate

STANDARD HS- DE.W.11 12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information effective selection, organization, and analysis of content.	SUBJECT		Writing
		DE.W.11	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.

OBJECTIVE

HS-12.2a.

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which DE.W.111 precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE	HS- DE.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.110 12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11II 12.4.	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.)
STANDARD	HS- DE.W.111 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- DE.W.111 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Debate

SUBJECT		Speaking and Listening
STANDARD	HS- DE.SL.11 012.1.	Initiate and participate effectively in a range of collaborative discussions (one-onlone, in groups, and teacherlied) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- DE.SL.110 12.1a.	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.
OBJECTIVE	HS- DE.SL.110 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- DE.SL.11II 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

THEME Debate

SUBJECT

STANDARD	HS- DE.SL.110 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listener can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
ТНЕМЕ		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS- DE.L.110 12.1a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.11II 12.4a.	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.
OBJECTIVE	HS- DE.L.111 12.4d.	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).
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	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.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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. (RL.9110.2)
STANDARD	HS- FJ.2.c.	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. (RI.9010.2)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinction include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.9\(\text{110.2a} \))

STANDARD	HS- FJ.3.h.	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. (W.9@10.2b)
STANDARD	HS-FJ.3.l.	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. (W.910.8)

THEME Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.111 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.11I 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- MW.RI.111 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- MW.RI.110 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.2.	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.
OBJECTIVE	HS- MW.W.11I 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11I 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11I 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11	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.)

STANDARD	HS- MW.W.11 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	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.
OBJECTIVE	HS- OC.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.11II 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11I 12.4.	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.)
STANDARD	HS- OC.W.11I 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.11I 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD	HS- OC.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
THEME		Oral Communication
SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.1 1012.1.	Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- OC.SL.110 12.1a.	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.
OBJECTIVE	HS- OC.SL.110 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- OC.SL.110 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
THEME		Oral Communication
SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.11 I12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
THEME		Survey of African American Writing
SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- AAW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- AAW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
THEME		Survey of African American Writing
SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	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.

OBJECTIVE	HS- AAW.W.11 [12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 [12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 1112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1112.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1112.10.	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.

THEME

Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TCW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- TCW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	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.
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME

Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

STANDARD	HS- TWW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- TWW.RI.1	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11012.2.	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.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

STANDARD	HS- TWW.L.1 1012.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS- TWW.L.11 012.1a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 []12.4a.	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.
OBJECTIVE	HS- TWW.L.11 [12.4d.	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).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11	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
	12.6.	vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.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.
OBJECTIVE	HS- WL.W.90 10.2a.	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.
OBJECTIVE	HS- WL.W.90 10.2b.	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.
OBJECTIVE	HS- WL.W.90 10.2d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9I 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.)

STANDARD	HS- WL.W.91 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.W.9 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.90 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.
STANDARD	HS- WL.W.91 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.

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Mississippi College & Career Readiness Standards Language Arts

		Grade 9 - Adopted: 2016
THEME		English I
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EI.RI.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	El.Rl.9.2.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	El.Rl.9.3.	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.
THEME		English I
		Eligiisii i
SUBJECT		Reading Informational Text
SUBJECT ST ANDARD		
	El.Rl.9.4.	Reading Informational Text
STANDARD	EI.RI.9.4.	Reading Informational Text Craft and Structure 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
ST AND ARD OBJECTIVE	EI.RI.9.4.	Reading Informational Text Craft and Structure 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).
ST ANDARD OBJECTIVE THEME	EI.RI.9.4.	Reading Informational Text Craft and Structure 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). English I

OBJECTIVE	El.W.9.2a.	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.
OBJECTIVE	El.W.9.2b.	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.
OBJECTIVE	El.W.9.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE	EI.W.9.2f.	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).
THEME		English I
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EI.W.9.4.	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.)
OBJECTIVE	EI.W.9.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE	El.W.9.6.	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.
ТНЕМЕ		English I
SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	El.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated 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.
OBJECTIVE	El.W.9.8.	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.
THEME		English I
SUBJECT		Writing
SUBJECT STANDARD		Writing Range of Writing
	El.W.9.10.	
STANDARD	EI.W.9.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

Presentation of Knowledge and Ideas

STANDARD

OBJECTIVE	El.SL.9.4.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EI.L.9.1b.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	El.L.9.2c.	Spell correctly.
THEME		English I
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	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.
OBJECTIVE	El.L.9.4a.	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.
OBJECTIVE	El.L.9.4d.	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).
THEME		English I
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.6.	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.
THEME		Creative Writing
SUBJECT		Writing
STANDARD	HS-	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

CW.W.111 purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)

12.4.

STANDARD	HS- CW.W.11 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS- CW.L.11	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

THEME Creative Writing

12.1a.

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11	Spell correctly.

Creative Writing

12.2b.

THEME

SUBJECT		Language
STANDARD	HS- CW.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11II 12.4a.	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.
OBJECTIVE	HS- CW.L.110 12.4d.	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).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	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.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11 12.2.	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.
OBJECTIVE	HS- DE.W.11II 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.11II 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- DE.W.11I 12.2f.	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).

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD	HS- DE.W.11II 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
THEME		Debate
SUBJECT		Speaking and Listening
STANDARD	HS- DE.SL.11 I12.1.	Initiate and participate effectively in a range of collaborative discussions (one-onlone, in groups, and teacherled) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- DE.SL.11II 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
THEME		Debate
SUBJECT		Speaking and Listening
STANDARD	HS- DE.SL.110 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.111 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS- DE.L.111 12.1a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.111 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.110 12.2b.	Spell correctly.
THEME		Debate
SUBJECT		Language
		Determine or clarify the meaning of unknown and multiple meaning words and phrases based on

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

OBJECTIVE

HS-

12.4a.

DE.L.11 as a clue to the meaning of a word or phrase.

OBJECTIVE	HS- DE.L.110 12.4d.	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).
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.11II 12.6.	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.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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. (RL.9010.2)
STANDARD	HS- FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerge and is shaped and refined by specific details; provide an objective summary of the text. (RI.9110.2)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinction include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.9110.2a)
STANDARD	HS- FJ.3.h.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, other information and examples appropriate to the audience's knowledge of the topic. (W.910.2b)
STANDARD	HS-FJ.3.l.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effective 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. (W.9110.8)
THEME		Mississippi Writers
SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.11 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.110 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events inte and develop over the course of the text.
STANDARD	HS- MW.RI.110 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of text.

STANDARD

HS-12.5.

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including $\label{eq:mw.rl.11} \mbox{MW.Rl.11} \mbox{ whether the structure makes points clear, convincing, and engaging.}$

THEME

Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 I12.2.	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.
OBJECTIVE	HS- MW.W.11II 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- MW.W.11 12.2f.	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).

THEME

Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)
STANDARD	HS- MW.W.111 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.111 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.111 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME

Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	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.
OBJECTIVE	HS- OC.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- OC.W.11II 12.2f.	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).

THEME

Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- OC.W.11II 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11I 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.11II 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.11I 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME

Oral Communication

STANDARD	OC.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- OC.SL.110 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

THEME Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.11 I12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- AAW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- AAW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	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.
OBJECTIVE	HS- AAW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

OBJECTIVE

HS-12.2f.

Provide a concluding statement or section that follows from and supports the information or explanation presented $\label{eq:AAW.W.11} \ \ \text{(e.g., articulating implications or the significance of the topic)}.$

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME

Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TCW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- TCW.RI.1 1112.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

THEME

Survey of Twentieth Century Writing

SUBJECT

STANDARD	HS- TCW.W.1 1012.2.	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.
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2f.	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).

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME

Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

STANDARD	HS- TWW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TWW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- TWW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

THEME

Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11112.2.	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.
OBJECTIVE	HS- TWW.W.1 1112.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2f.	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).

THEME

Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1112.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS- TWW.L.11 I12.1a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and	
OBJECTIVE	HS- TWW.L.11	Spell correctly.

THEME Technical and Workplace Writing

12.2b.

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 I12.4a.	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.
OBJECTIVE	HS- TWW.L.11 112.4d.	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).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	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.

THEME World Literature

SUBJECT

STANDARD	HS- WL.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.
OBJECTIVE	HS- WL.W.90 10.2a.	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.
OBJECTIVE	HS- WL.W.9I 10.2b.	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.
OBJECTIVE	HS- WL.W.90 10.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS- WL.W.91 10.2f.	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).

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.91 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- WL.W.91 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.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.
STANDARD	HS- WL.W.90 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.9I 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.
STANDARD	HS- WL.W.91 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.

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

Mississippi College & Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

THEME English I

SUBJECT Reading Literature				
	SUBJECT	Reading Lite	erature	

STANDARD		Key Ideas and Details
OBJECTIVE	El.RL.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	El.RL.9.2.	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the te including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s) provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RL.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
ГНЕМЕ		English I
SUBJECT		Reading Literature
STANDARD		Craft and Structure
OBJECTIVE	El.RL.9.4.	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).
OBJECTIVE	EI.RL.9.5.	Analyze how an author's choice 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.
ГНЕМЕ		English I
SUBJECT		Reading Literature
STANDARD		Range of Reading and Level of Text Complexity
OBJECTIVE	El.RL.9.1 0.	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.
ГНЕМЕ		English I
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI W O 2	Write narratives to develop real or imagined experiences or events using effective technique, well-

SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI.W.9.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	El.W.9.3a.	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.
OBJECTIVE	El.W.9.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	EI.W.9.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	EI.W.9.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	El.W.9.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME		English I
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EI.W.9.4.	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.)
OBJECTIVE	EI.W.9.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE	El.W.9.6.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	El.W.9.10.	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.
THEME		English I
SUBJECT		Speaking and Listening
STANDARD		Presentation of Knowledge and Ideas
OBJECTIVE	El.SL.9.4.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EI.L.9.1b.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

THEME

English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	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.
OBJECTIVE	El.L.9.4a.	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.
OBJECTIVE	El.L.9.4d.	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).
THEME		English I
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	El.L.9.6.	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.
THEME		Creative Writing
SUBJECT		Writing
STANDARD	HS- CW.W.11 012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- CW.W.110 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- CW.W.11II 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- CW.W.11II 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- CW.W.11II 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- CW.W.11II 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
THEME		Creative Writing
SUBJECT		Writing
STANDARD	HS-	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

CW.W.111 purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)

12.4.

STANDARD	HS- CW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11II 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.111 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS- CW.L.11	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

THEME Creative Writing

12.1a.

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11	Spell correctly.

THEME Creative Writing

12.2b.

SUBJECT		Language
STANDARD	HS- CW.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	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).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	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.

THEME		Debate
SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.11II 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- DE.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.11II 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
THEME		Debate
SUBJECT		Speaking and Listening
STANDARD	HS- DE.SL.11 012.1.	Initiate and participate effectively in a range of collaborative discussions (one-onlone, in groups, and teacherled) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- DE.SL.110 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
THEME		Debate
SUBJECT		Speaking and Listening
STANDARD	HS- DE.SL.110 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS- DE.L.110 12.1a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
OBJECTIVE	DE.L.11	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Debate

 $\label{lem:def:Demonstrate} \textbf{Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.}$

HS-DE.L.11 12.2.

STANDARD

OBJECTIVE	HS- DE.L.110 12.2b.	Spell correctly.
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.110 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	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).
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.11II 12.6.	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.
ТНЕМЕ		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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. (RL.9010.2)
STANDARD	HS- FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11012.2)
THEME		Mississippi Writers
SUBJECT		Reading Literature
STANDARD	HS- MW.RL.11 012.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- MW.RL.11 I12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- MW.RL.11	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

12.3.

STANDARD	HS- MW.RL.11 012.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
STANDARD	HS- MW.RL.11 012.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS- MW.RL.11 012.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- MW.RL.11 012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- MW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- MW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- MW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- MW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- MW.W.110 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11I 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- OC.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- OC.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- OC.W.11I 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- OC.W.11II 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- OC.W.11II 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 12.4.	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.)
STANDARD	HS- OC.W.11 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME	Oral Communication
I HEIVIE	Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.1 1012.1.	Initiate and participate effectively in a range of collaborative discussions (one-on® one, in groups, and teacher®led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- OC.SL.110 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

THEME Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.11 I12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

THEME Survey of African American Writing

SUBJECT		Reading Literature
STANDARD	HS- AAW.RL.1 1012.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- AAW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- AAW.RL.1 1112.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- AAW.RL.1 1012.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS- AAW.RL.1 1012.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS- AAW.RL.1 1012.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- AAW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of African American Writing

SUBJECT Writing	JECT
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STANDARD	HS- AAW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- AAW.W.11 I12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- AAW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- AAW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- AAW.W.11 I12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- AAW.W.11 I12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Literature
STANDARD	HS- TCW.RL.1 1012.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- TCW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

STANDARD	HS- TCW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- TCW.RL.1 1012.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS- TCW.RL.1 1012.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS- TCW.RL.1 1012.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- TCW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- TCW.W.11 I12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- TCW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- TCW.W.11 I12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)

STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME

Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME

Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS-	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

TWW.L.11 12.1a.

THEME

Technical and Workplace Writing

SUBJECT		Language
	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS-	Spell correctly.

TWW.L.11 12.2b.

THEME

Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 [12.4a.	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.
OBJECTIVE	HS- TWW.L.11 [12.4d.	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).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11	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.

THEME World Literature

SUBJECT		Reading Literature
STANDARD	HS- WL.RL.90 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.
STANDARD	HS- WL.RL.91 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.
STANDARD	HS- WL.RL.91 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.
STANDARD	HS- WL.RL.90 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).
STANDARD	HS- WL.RL.9 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD	HS- WL.RL.90 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9110 text complexity band proficiently, with scaffolding as needed at the high end of the range.

THEME World Literature

SUBJECT	Writing
STANDARD	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.

OBJECTIVE	HS- WL.W.90 10.3a.	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.
OBJECTIVE	HS- WL.W.90 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- WL.W.90 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	HS- WL.W.90 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- WL.W.9 10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.91 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- WL.W.91 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.W.91 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.
STANDARD	HS- WL.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.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46

Mississippi College & Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

THEME		English I
SUBJECT		Reading Literature
STANDARD		Key Ideas and Details
OBJECTIVE	EI.RL.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

drawn from the text.

OBJECTIVE	EI.RL.9.2.	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s), provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RL.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
THEME		English I
SUBJECT		Reading Literature
STANDARD		Craft and Structure
OBJECTIVE	EI.RL.9.4.	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).
OBJECTIVE	EI.RL.9.5.	Analyze how an author's choice 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.
THEME		English I
SUBJECT		Reading Literature
		reading Electrical
STANDARD		Range of Reading and Level of Text Complexity
ST ANDARD OBJECTIVE	EI.RL.9.1 0.	
		Range of Reading and Level of Text Complexity By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10
OBJECTIVE		Range of Reading and Level of Text Complexity 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.
OBJECTIVE THEME		Range of Reading and Level of Text Complexity 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. English I
OBJECTIVE THEME SUBJECT	0.	Range of Reading and Level of Text Complexity 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. English I Writing
OBJECTIVE THEME SUBJECT STANDARD	0. EI.W.9.3.	Range of Reading and Level of Text Complexity 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. English I Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-
OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE	EI.W.9.3.	Range of Reading and Level of Text Complexity 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. English I Writing 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. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s)
OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE OBJECTIVE	EI.W.9.3a. EI.W.9.3b.	Range of Reading and Level of Text Complexity 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. English I Writing 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. 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
OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE OBJECTIVE	EI.W.9.3a. EI.W.9.3b. EI.W.9.3c.	Range of Reading and Level of Text Complexity 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. English I Writing 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. 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.
OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE OBJECTIVE OBJECTIVE	EI.W.9.3a. EI.W.9.3b. EI.W.9.3c. EI.W.9.3d.	Range of Reading and Level of Text Complexity 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. English I Writing 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. 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.
OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE OBJECTIVE OBJECTIVE OBJECTIVE OBJECTIVE	EI.W.9.3a. EI.W.9.3b. EI.W.9.3c. EI.W.9.3d.	Range of Reading and Level of Text Complexity 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. English I Writing 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. 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.
OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE OBJECTIVE OBJECTIVE OBJECTIVE	EI.W.9.3a. EI.W.9.3b. EI.W.9.3c. EI.W.9.3d.	Range of Reading and Level of Text Complexity 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. English I Writing 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. 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 the narrative.

OBJECTIVE	EI.W.9.4.	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.)
OBJECTIVE	El.W.9.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE	EI.W.9.6.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EI.W.9.10.	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.
THEME		English I
SUBJECT		Speaking and Listening
STANDARD		Presentation of Knowledge and Ideas
OBJECTIVE	El.SL.9.4.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	El.L.9.1b.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	El.L.9.2c.	Spell correctly.
THEME		English I
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	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.

OBJECTIVE	EI.L.9.4a.	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.
OBJECTIVE	EI.L.9.4d.	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).

THEME English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	El.L.9.6.	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.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- CW.W.111 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- CW.W.11I 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- CW.W.11I 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- CW.W.11I 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- CW.W.110 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11II 12.4.	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.)
STANDARD	HS- CW.W.11II 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD	HS- CW.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Creative Writing

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS- CW.L.11	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

THEME Creative Writing

12.1a.

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11II 12.2b.	Spell correctly.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.111 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	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).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	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.

THEME Debate SUBJECT Writing

STANDARD	HS- DE.W.111 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- DE.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Debate

SUBJECT		Speaking and Listening
STANDARD	HS- DE.SL.11 012.1.	Initiate and participate effectively in a range of collaborative discussions (one-onlone, in groups, and teacherlied) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- DE.SL.11	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

THEME Debate

12.1b.

SUBJECT	SUBJECT Speaking and Listening	
STANDARD	HS-	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners
	DE.SL.110 12.4.	can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

THEME Debate

SUBJECT	Language
STANDARD HS- DE.L.: 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE HS- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

DE.L.111

THEME Debate

12.1a.

SUBJECT		Language
	HS- DE.L.111 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE HS- Spell correctly.
DE.L.1111
12.2b.

THEME	Debate

SUBJECT		Language
STANDARD	HS- DE.L.111 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.11II 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	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).
THEME		Debate
SUBJECT		Language

SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	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.

THEME Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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. (RL.9110.2)
STANDARD	HS- FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11112.2)

THEME Mississippi Writers

THEME		Mississippi Writers
SUBJECT		Reading Literature
STANDARD	HS- MW.RL.11 012.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- MW.RL.11 012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- MW.RL.11 012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- MW.RL.11 []12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

STANDARD	HS- MW.RL.11 012.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS- MW.RL.11 112.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- MW.RL.11 012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- MW.W.111 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- MW.W.11I 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- MW.W.11I 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- MW.W.11I 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- MW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
	MW.W.11	single sitting or a day or two) for a range of tasks, purposes, and audiences.
	12 10	

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- OC.W.110 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- OC.W.11II 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- OC.W.110 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- OC.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- OC.W.11II 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	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.)
STANDARD	HS- OC.W.11 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

SUBJECT	Speaking and Listening

STANDARD	HS- OC.SL.1 1012.1.	Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- OC.SL.110 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
ГНЕМЕ		Oral Communication
SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.11 I12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
ГНЕМЕ		Survey of African American Writing
SUBJECT		Reading Literature
STANDARD	HS- AAW.RL.1 1112.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- AAW.RL.1 1112.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- AAW.RL.1 1112.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- AAW.RL.1 1012.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS- AAW.RL.1 1012.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS- AAW.RL.1 1012.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

THEME Survey of African American Writing

STANDARD

HS-

1012.10.

SUBJECT	Writing
	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.

AAW.RL.1 grades 11-CCR text complexity band independently and proficiently.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the

OBJECTIVE	HS- AAW.W.11 112.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- AAW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- AAW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- AAW.W.11 I12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- AAW.W.11 [12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 1112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1112.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Literature
STANDARD	HS- TCW.RL.1 1112.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- TCW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- TCW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

STANDARD	HS- TCW.RL.1	
	1012.4.	or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS- TCW.RL.1 1012.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS- TCW.RL.1 1012.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- TCW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- TCW.W.11 [12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- TCW.W.11 [12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- TCW.W.11 112.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1112.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD	HS- TCW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1112.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TWW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS- TWW.L.11	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

THEME Technical and Workplace Writing

12.1a.

12.2b.

SUBJECT		Language
		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11	Spell correctly.

THEME Technical and Workplace Writing

SUBJECT	Language
	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	HS- TWW.L.11 012.4a.	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.
OBJECTIVE	HS- TWW.L.11 12.4d.	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).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 012.6.	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.

THEME World Literature

SUBJECT		Reading Literature
STANDARD	HS- WL.RL.9I 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.
STANDARD	HS- WL.RL.91 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.
STANDARD	HS- WL.RL.9II 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.
STANDARD	HS- WL.RL.91 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).
STANDARD	HS- WL.RL.90 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD	HS- WL.RL.90 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9110 text complexity band proficiently, with scaffolding as needed at the high end of the range.

THEME World Literature

10.3a.

SUBJECT	Writing
	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.

OBJECTIVE HS-WL.W.9 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.

OBJECTIVE	HS- WL.W.9I 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- WL.W.9I 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	HS- WL.W.9I 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- WL.W.9I 10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME World Literature

English I

THEME

SUBJECT		Writing
STANDARD	HS- WL.W.9I 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.)
STANDARD	HS- WL.W.9I 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.W.91 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.
STANDARD	HS- WL.W.91 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.

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

Mississippi College & Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

SUBJECT		Reading Literature
STANDARD		Key Ideas and Details
OBJECTIVE	El.RL.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RL.9.2.	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s), provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RL.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.

ТНЕМЕ		
		English I
SUBJECT		Reading Literature
STANDARD		Craft and Structure
OBJECTIVE	EI.RL.9.4.	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).
OBJECTIVE	EI.RL.9.5.	Analyze how an author's choice 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.
THEME		English I
SUBJECT		Reading Literature
STANDARD		Range of Reading and Level of Text Complexity
OBJECTIVE	EI.RL.9.1 0.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI.W.9.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	El.W.9.3a.	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.
OBJECTIVE	El.W.9.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	EI.W.9.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	El.W.9.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	EI.W.9.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
		English I
THEME		
SUBJECT		Writing

SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EI.W.9.4.	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.)
OBJECTIVE	EI.W.9.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)

OBJECTIVE	EI.W.9.6.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EI.W.9.10.	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.
THEME		English I
SUBJECT		Speaking and Listening
STANDARD		Presentation of Knowledge and Ideas
OBJECTIVE	El.SL.9.4.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	El.L.9.1b.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	El.L.9.2c.	Spell correctly.
THEME		English I
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	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.
OBJECTIVE	El.L.9.4a.	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.
OBJECTIVE	EI.L.9.4d.	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).

THEME English I

SUBJECT		Language
STANDARD	DARD Vocabulary Acquisition and Use	
OBJECTIVE	El.L.9.6.	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.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- CW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- CW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- CW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- CW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- CW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11II 12.4.	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.)
STANDARD	HS- CW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THENE	O constitution with the
THEME	Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS- CW.L.11II 12.1a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11II 12.2b.	Spell correctly.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.111 12.4a.	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.
OBJECTIVE	HS- CW.L.110 12.4d.	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).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	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.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD	HS- DE.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Debate

SUBJECT		Speaking and Listening
	DE.SL.11	Initiate and participate effectively in a range of collaborative discussions (one-onlone, in groups, and teacherled) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- DE.SL.110	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

THEME Debate

SUBJECT		Speaking and Listening
STANDARD	HS- DE.SL.110 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.110 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS-	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

DE.L.11 12.1a.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.11	Spell correctly.

THEME Debate

12.2b.

SUBJECT	Language
	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	HS- DE.L.110 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	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).
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.11II 12.6.	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.
ГНЕМЕ		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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. (RL.9010.2)
STANDARD	HS- FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11 12.2)
ГНЕМЕ		Mississippi Writers
SUBJECT		Reading Literature
STANDARD	HS- MW.RL.11 112.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- MW.RL.11 012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- MW.RL.11 I12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- MW.RL.11 I12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
STANDARD	HS- MW.RL.11 I12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS-	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is

MW.RL.11 really meant (e.g., satire, sarcasm, irony, or understatement).

12.6.

STANDARD HS- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the MW.RL.11 grades 11–CCR text complexity band independently and proficiently.

112.10.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- MW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- MW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- MW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- MW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- MW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)
STANDARD	HS- MW.W.11I 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.111 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

SUBJECT

STANDARD	HS- OC.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well@structured event sequences.
OBJECTIVE	HS- OC.W.11II 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- OC.W.11II 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- OC.W.11II 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- OC.W.11I 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- OC.W.11I 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- OC.W.11II 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11II 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.1 1012.1.	Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- OC.SL.11	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

THEME Oral Communication

12.1b.

SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.11 I12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

THEME Survey of African American Writing

SUBJECT		Reading Literature
STANDARD	HS- AAW.RL.1 1012.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- AAW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- AAW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- AAW.RL.1 1012.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS- AAW.RL.1 1012.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS- AAW.RL.1 1012.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- AAW.RL.1 1112.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- AAW.W.11 I12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- AAW.W.11 012.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- AAW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

OBJECTIVE	HS- AAW.W.11 [12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- AAW.W.11 [12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1112.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Literature
STANDARD	HS- TCW.RL.1 1012.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- TCW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- TCW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- TCW.RL.1 1012.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS- TCW.RL.1 1012.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS- TCW.RL.1 1012.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

STANDARD	HS-	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the
	TCW.RL.1	grades 11-CCR text complexity band independently and proficiently.
	1012.10.	

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- TCW.W.11 I12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- TCW.W.11 [12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- TCW.W.11 I12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT	Writing			
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STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1112.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS- TWW.L.11	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

THEME Technical and Workplace Writing

12.1a.

12.2b.

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11	Spell correctly.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 112.4a.	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.
OBJECTIVE	HS- TWW.L.11 I12.4d.	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).

THEME Technical and Workplace Writing

SUBJECT

STANDARD	HS-	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing,
	TWW.L.11	speaking, and listening at the college and career readiness level; demonstrate independence in gathering
	12.6 .	vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Reading Literature
STANDARD	HS- WL.RL.90 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.
STANDARD	HS- WL.RL.90 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.
STANDARD	HS- WL.RL.90 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.
STANDARD	HS- WL.RL.90 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).
STANDARD	HS- WL.RL.90 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD	HS- WL.RL.90 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9010 text complexity band proficiently, with scaffolding as needed at the high end of the range.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.91 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- WL.W.91 10.3a.	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.
OBJECTIVE	HS- WL.W.90 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- WL.W.90 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	HS- WL.W.91 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

OBJECTIVE	HS-	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of
	WL.W.9	the narrative.
	10.3e.	

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.90 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.)
STANDARD	HS- WL.W.90 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.W.90 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.
STANDARD	HS- WL.W.90 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.

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

Mississippi College & Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

THEME		English I
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EI.RI.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RI.9.2.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RI.9.3.	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.
THEME		English I
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	EI.RI.9.4.	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).

THEME English I

SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI.W.9.2.	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.
OBJECTIVE	El.W.9.2a.	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.
OBJECTIVE	El.W.9.2b.	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.
OBJECTIVE	El.W.9.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
THEME		English I
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EI.W.9.4.	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.)
OBJECTIVE	EI.W.9.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE	EI.W.9.6.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	El.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated 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.
OBJECTIVE	EI.W.9.8.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EI.W.9.10.	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.
THEME		English I
SUBJECT		Speaking and Listening

STANDARD		Comprehension and Collaboration
OBJECTIVE	EI.SL.9.1	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.
OBJECTIVE	El.SL.9.1 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.
OBJECTIVE	El.SL.9.1c	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.
OBJECTIVE	El.SL.9.1 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.

THEME English I

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	El.L.9.1b.	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.

THEME English I

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	El.L.9.2c.	Spell correctly.

THEME English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	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.
OBJECTIVE	El.L.9.4a.	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.
OBJECTIVE	El.L.9.4d.	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).

THEME English I

SUBJECT	Language
STANDARD	Vocabulary Acquisition and Use

OBJECTIVE	EI.L.9.6.	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.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11II 12.4.	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.)
STANDARD	HS- CW.W.11II 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11II 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.11I 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11	Spell correctly.

THEME Creative Writing

12.4a.

12.2b.

SUBJECT	Language
	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

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

CWL.111 as a clue to the meaning of a word or phrase.

OBJECTIVE	HS-	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
	CW.L.11	context or in a dictionary).
	12.4d.	

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	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.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11 12.2.	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.
OBJECTIVE	HS- DE.W.11I 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.11II 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD	HS-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
	DE.W.11	single sitting or a day or two) for a range of tasks, purposes, and audiences.
	12.10.	

THEME Debate

SUBJECT		Speaking and Listening
STANDARD	HS- DE.SL.11 012.1.	Initiate and participate effectively in a range of collaborative discussions (one-onlone, in groups, and teacherlied) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- DE.SL.110 12.1a.	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.
OBJECTIVE	HS- DE.SL.110 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- DE.SL.110 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

THEME Debate

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.111 12.2b.	Spell correctly.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.110 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	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).

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.111 12.6.	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.

THEME Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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. (RL.9110.2)
STANDARD	HS- FJ.2.c.	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. (RI.9110.2)

THEME

Foundations of Journalism

SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	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. (W.9010.2a)
STANDARD	HS- FJ.3.h.	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. (W.9@10.2b)
STANDARD	HS-FJ.3.I.	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. (W.9110.8)

THEME

Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.111 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.111 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- MW.RI.111 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- MW.RI.110 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

THEME

Mississippi Writers

SUBJECT	1	Writing
		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.

OBJECTIVE

HS-12.2a.

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which MW.W.111 precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE	HS- MW.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	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.
OBJECTIVE	HS- OC.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11I 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- OC.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.11II 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.1 1012.1.	Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- OC.SL.11II 12.1a.	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.
OBJECTIVE	HS- OC.SL.11II 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- OC.SL.11II 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

STANDARD	HS- AAW.RI.1 1112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- AAW.RI.1 1112.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- AAW.RI.1 1112.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	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.
OBJECTIVE	HS- AAW.W.11 [12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	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.)
STANDARD	HS- AAW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1112.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD	HS-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
	AAW.W.1	single sitting or a day or two) for a range of tasks, purposes, and audiences.
	1012.10.	

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TCW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- TCW.RI.1 1112.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	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.
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 [12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1112.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME

Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TWW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- TWW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

THEME

Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11012.2.	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.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11 I12.2b.	Spell correctly.

THEME Technical and Workplace Writing

SUBJECT		Language	
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiplellmeaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	
OBJECTIVE	HS- TWW.L.11 112.4a.	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.	
OBJECTIVE	HS- TWW.L.11 [12.4d.	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).	

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 012.6.	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.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.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.
OBJECTIVE	HS- WL.W.90 10.2a.	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.
OBJECTIVE	HS- WL.W.9I 10.2b.	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.
OBJECTIVE	HS- WL.W.91 10.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.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.)
STANDARD	HS- WL.W.91 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.W.91 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.
STANDARD	HS- WL.W.91 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.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.
STANDARD	HS- WL.W.9I 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.

THEME		English I
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EI.RI.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RI.9.2.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RI.9.3.	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.
THEME		English I
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	EI.RI.9.4.	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).
THEME		English I
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI.W.9.2.	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.
OBJECTIVE	El.W.9.2a.	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.
OBJECTIVE	El.W.9.2b.	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.
OBJECTIVE	EI.W.9.2d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.
THEME		English I
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EI.W.9.4.	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.)
OBJECTIVE	EI.W.9.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)

OBJECTIVE	EI.W.9.6.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated 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.
OBJECTIVE	El.W.9.8.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EI.W.9.10.	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.
THEME		English I
SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration
OBJECTIVE	EI.SL.9.1	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.
OBJECTIVE	El.SL.9.1 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.
OBJECTIVE	El.SL.9.1c	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.
OBJECTIVE	El.SL.9.1 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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English

El.L.9.1. Demonstrate command of the conventions of standard English grammar and usage when writing or

El.L.9.1b. 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

OBJECTIVE

OBJECTIVE

speaking.

writing or presentations.

THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

THEME	English I

El.L.9.2c. Spell correctly.

OBJECTIVE

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	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.
OBJECTIVE	El.L.9.4a.	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.
OBJECTIVE	El.L.9.4d.	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).

THEME English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	El.L.9.6.	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.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11I 12.4.	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.)
STANDARD	HS- CW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS- CW.W.11II 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.11II 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Creative Writing

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11II 12.2b.	Spell correctly.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.110 12.4a.	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.
OBJECTIVE	HS- CW.L.11	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).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	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.

THEME Debate

12.2b.

SUBJECT		Writing
STANDARD	HS- DE.W.11 12.2.	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.
OBJECTIVE	HS- DE.W.11I 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.11	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE	HS-	Use precise language, domain[specific vocabulary, and techniques such as metaphor, simile, and analogy to
	DE.W.11	manage the complexity of the topic.
	12.2d.	

THEME	Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Debate

SUBJECT		Speaking and Listening
STANDARD	HS- DE.SL.11 I12.1.	Initiate and participate effectively in a range of collaborative discussions (one-onlone, in groups, and teacherled) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- DE.SL.110 12.1a.	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.
OBJECTIVE	HS- DE.SL.110 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- DE.SL.110 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

THEME Debate

STANDARD	HS- DE.L.111 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.11II 12.2b.	Spell correctly.
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.111 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	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).
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	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.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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. (RL.9110.2)
STANDARD	HS- FJ.2.c.	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. (RI.9\(\text{10.2}\))
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	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. (W.9110.2a)
STANDARD	HS- FJ.3.h.	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. (W.9@10.2b)
STANDARD	HS-FJ.3.I.	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. (W.9II10.8)

selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9 $\mbox{1}10.8$)

THEME

Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.11 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.110 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- MW.RI.110 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- MW.RI.110 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

THEME

Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.2.	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.
OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11I 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME

Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS- MW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	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.
OBJECTIVE	HS- OC.W.11II 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	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.)
STANDARD	HS- OC.W.11II 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.11I 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD	HS-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
	OC.W.11	single sitting or a day or two) for a range of tasks, purposes, and audiences.
	12.10.	

THEME Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.1 1012.1.	Initiate and participate effectively in a range of collaborative discussions (one-onll one, in groups, and teacherlied) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- OC.SL.11II 12.1a.	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.
OBJECTIVE	HS- OC.SL.11II 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- OC.SL.11II 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- AAW.RI.1 1112.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- AAW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	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.
OR IECTIVE	HS.	Introduce a tonic: organize compley ideas concents and information so that each new element builds on that which

OBJECTIVE HS- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which AAW.W.11 precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE	HS- AAW.W.11 [12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradell specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TCW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STANDARD	HS-	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including
	TCW.RI.1	whether the structure makes points clear, convincing, and engaging.
	1012.5.	

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	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.
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain!specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

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STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TWW.RI.1 1112.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- TWW.RI.1 1112.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11112.2.	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.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TWW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11	Spell correctly.

THEME Technical and Workplace Writing

12.2b.

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 I12.4a.	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.
OBJECTIVE	HS- TWW.L.11 012.4d.	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).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	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.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.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.
OBJECTIVE	HS- WL.W.9I 10.2a.	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.
OBJECTIVE	HS- WL.W.90 10.2b.	Develop the topic with wellichosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE

HS-WL.W.9 10.2d. Use precise language and domain specific vocabulary to manage the complexity of the topic.

THEME

World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.90 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.)
STANDARD	HS- WL.W.90 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.W.90 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.
STANDARD	HS- WL.W.90 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.90 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.
STANDARD	HS- WL.W.90 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.

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Mississippi College & Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

THEME	English I
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SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EI.RI.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	El.Rl.9.2.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.

THEME English I

SUBJECT	Reading Informational Text
STANDARD	Craft and Structure

OBJECTIVE	El.Rl.9.4.	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).	
ТНЕМЕ		English I	
SUBJECT		Writing	
STANDARD		Text Types and Purposes	
OBJECTIVE	EI.W.9.2.	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.	
OBJECTIVE	El.W.9.2a.	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.	
OBJECTIVE	EI.W.9.2b.	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.	
OBJECTIVE	EI.W.9.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.	
THEME		English I	
SUBJECT		Writing	
STANDARD		Production and Distribution of Writing	
OBJECTIVE	EI.W.9.4.	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.)	
OBJECTIVE	El.W.9.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)	
OBJECTIVE	El.W.9.6.	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.	
THEME		English I	
SUBJECT		Writing	
STANDARD		Research to Build and Present Knowledge	
OBJECTIVE	El.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated 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.	
OBJECTIVE	El.W.9.8.	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.	
THEME		English I	
THEME		English I Writing	

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El.W.9.10. 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.

TΗ	IEME	English I

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	El.L.9.1b.	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.

THEME English I

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and
		spelling when writing.
OB JECTIVE	FII 9.2c	Snell correctly

THEME English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	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.
OBJECTIVE	El.L.9.4a.	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.
OBJECTIVE	El.L.9.4d.	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).

THEME English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	FIL.9.6.	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.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11II 12.4.	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.)

STANDARD	HS- CW.W.11 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.110 12.2b.	Spell correctly.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11II 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	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).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	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.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11 12.2.	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.
OBJECTIVE	HS- DE.W.11II 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.11I 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.11II 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.111 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Debate

SUBJECT	Language
STANDARD	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE HS- Spell correctly.
DE.L.111
12.2b.

THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.110 12.4a.	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.
OBJECTIVE	HS- DE.L.11II 12.4d.	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).
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	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.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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. (RL.9010.2)
STANDARD	HS- FJ.2.c.	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. (RI.9110.2)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	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. (W.9110.2a)
STANDARD	HS- FJ.3.h.	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. (W.9110.2b)
STANDARD	HS-FJ.3.l.	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. (W.910.8)
THEME		Mississippi Writers
SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.11II 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

STANDARD	HS- MW.RI.110 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- MW.RI.110 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 I12.2.	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.
OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Mississippi Writers

		••
SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- MW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	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.
OBJECTIVE	HS- OC.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 12.4.	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.)
STANDARD	HS- OC.W.11 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.11I 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11I 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.11I 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.11I 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

STANDARD	HS- AAW.RI.1 1112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- AAW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	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.
OBJECTIVE	HS- AAW.W.11 [12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 [12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1112.4.	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.)
STANDARD	HS- AAW.W.1 1112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1112.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1112.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TCW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	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.
OBJECTIVE	HS- TCW.W.11 [12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1112.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1112.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TWW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11012.2.	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.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11	Spell correctly.

THEME Technical and Workplace Writing

12.2b.

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 I12.4a.	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.
OBJECTIVE	HS- TWW.L.11	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).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	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.

THEME World Literature

SUBJECT	Writing
STANDARD	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.

OBJECTIVE	HS- WL.W.9 10.2a.	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.
OBJECTIVE	HS- WL.W.9I 10.2b.	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.
OBJECTIVE	HS- WL.W.9I 10.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.

THEME

World Literature

SUBJECT		Writing
STANDARD	HS- WL.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.)
STANDARD	HS- WL.W.9I 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.W.91 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.
STANDARD	HS- WL.W.90 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.91 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.
STANDARD	HS- WL.W.91 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.

UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98

Mississippi College & Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

THEME	English I

drawn from the text.

SUBJECT		Reading Literature
STANDARD		Key Ideas and Details
OBJECTIVE	EI.RL.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

OBJECTIVE	EI.RL.9.2.	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s), provide an accurate summary of the text based upon this analysis.
THEME		English I
SUBJECT		Reading Literature
STANDARD		Craft and Structure
OBJECTIVE	EI.RL.9.4.	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).
THEME		English I
SUBJECT		Reading Literature
STANDARD		Range of Reading and Level of Text Complexity
OBJECTIVE	EI.RL.9.1 0.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI.W.9.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	El.W.9.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	EI.W.9.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	EI.W.9.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	EI.W.9.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experience events, setting, and/or characters.
THEME		English I
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EI.W.9.4.	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.)
OBJECTIVE	EI.W.9.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE	El.W.9.6.	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.

THEME		English I
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EI.W.9.10.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	El.L.9.1b.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	El.L.9.2c.	Spell correctly.
THEME		English I
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	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.
OBJECTIVE	El.L.9.4a.	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.
OBJECTIVE	El.L.9.4d.	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).
THEME		English I
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	El.L.9.6.	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.
THEME		Creative Writing
CUD IECT		Ministra

SUBJECT

Writing

STANDARD	HS- CW.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- CW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- CW.W.110 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- CW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.110 12.4.	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.)
STANDARD	HS- CW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11II 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Creative Writing

SUBJECT		Language
	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11	Spell correctly.

THEME Creative Writing

12.2b.

SUBJECT	Language
	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE HS-

CW.L.11 12.4a.

HS- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
CW.L.111 as a clue to the meaning of a word or phrase.

OBJECTIVE	HS- CW.L.110 12.4d.	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).
ГНЕМЕ		Creative Writing
SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	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.
НЕМЕ		Debate
SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
HEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.110 12.2b.	Spell correctly.
НЕМЕ		Debate
SUBJECT		Language
STANDARD	HS- DE.L.111 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS-	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)

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

DE.L.11 as a clue to the meaning of a word or phrase.

DE.L.11 context or in a dictionary).

12.4a.

HS-

12.4d.

OBJECTIVE

THEME	Debate

SUBJECT		Language
STANDARD	HS- DE.L.11II 12.6.	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.

THEME Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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. (RL.9110.2)
STANDARD	HS- FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11012.2)

THEME Mississippi Writers

SUBJECT		Reading Literature
STANDARD	HS- MW.RL.11 I12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- MW.RL.11 I12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- MW.RL.11 012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- MW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- MW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- MW.W.111 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.111 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- OC.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- OC.W.110 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- OC.W.110 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 12.4.	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.)
STANDARD	HS- OC.W.11 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Survey of African American Writing

SUBJECT		Reading Literature
STANDARD	HS- AAW.RL.1 1012.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- AAW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- AAW.RL.1 1112.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- AAW.W.11 I12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- AAW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- AAW.W.11 012.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 1112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1112.10.	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.

THEME

SUBJECT		Reading Literature
STANDARD	HS- TCW.RL.1 1012.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- TCW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- TCW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- TCW.W.11 [12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- TCW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1112.4.	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.)
STANDARD	HS- TCW.W.1 1112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1112.10.	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.

THEME

Technical and Workplace Writing

Writing	
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STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1112.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11	Spell correctly.

THEME Technical and Workplace Writing

12.2b.

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 [12.4a.	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.
OBJECTIVE	HS- TWW.L.11 012.4d.	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).

THEME Technical and Workplace Writing

Reading Literature

SUBJECT

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	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.
THEME		World Literature

STANDARD	HS- WL.RL.90 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.
STANDARD	HS- WL.RL.90 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.
STANDARD	HS- WL.RL.90 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).
STANDARD	HS- WL.RL.90 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9010 text complexity band proficiently, with scaffolding as needed at the high end of the range.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.91 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- WL.W.90 10.3a.	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.
OBJECTIVE	HS- WL.W.90 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- WL.W.90 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	HS- WL.W.91 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.91 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.)
STANDARD	HS- WL.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.W.91 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.

STANDARD

HS-WL.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.

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

Mississippi College & Career Readiness Standards Language Arts

		Grade 9 - Adopted: 2016
THEME		English I
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EI.RI.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RI.9.2.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RI.9.3.	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.
THEME		English I
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	EI.RI.9.4.	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).
THEME		English I
CUD TOT		
SUBJECT		Writing
STANDARD		Writing Text Types and Purposes
	EI.W.9.2.	
STANDARD		Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information
STANDARD OBJECTIVE	El.W.9.2a.	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
OBJECTIVE OBJECTIVE	El.W.9.2a.	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
OBJECTIVE OBJECTIVE OBJECTIVE	EI.W.9.2a. EI.W.9.2b.	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.
OBJECTIVE OBJECTIVE OBJECTIVE	EI.W.9.2a. EI.W.9.2b.	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. Use precise language and domainspecific vocabulary to manage the complexity of the topic.

OBJECTIVE	EI.W.9.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
OBJECTIVE	El.W.9.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE	El.W.9.6.	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.

THEME English I

SUBJECT		Writing	
STANDARD		Research to Build and Present Knowledge	
OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated 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.	
OBJECTIVE	EI.W.9.8.	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.	

THEME English I

SUBJECT	Writing
STANDARD	Range of Writing

OBJECTIVE EI.W.9.10. 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.

THEME English I

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	El.L.9.1b.	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.

THEME English I

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	El.L.9.2c.	Spell correctly.

THEME English I

SUBJECT Language	
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STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	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.
OBJECTIVE	El.L.9.4a.	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.
OBJECTIVE	El.L.9.4d.	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).

THEME English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	El.L.9.6.	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.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11II 12.4.	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.)
STANDARD	HS- CW.W.11II 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11II 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.11I 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Creative Writing

SUBJECT	Language
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	HS-	Spell correctly.
	CW.L.11	
	12.2b.	

eative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11II 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	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).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	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.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11 12.2.	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.
OBJECTIVE	HS- DE.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.11 12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.11II 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.111 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.11	Spell correctly.

THEME Debate

12.2b.

SUBJECT		Language
STANDARD	HS- DE.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.110 12.4a.	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.
OBJECTIVE	HS- DE.L.111 12.4d.	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).

THEME Debate

SUBJECT

SUBJECT		Language
STANDARD	HS- DE.L.111 12.6.	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.
THEME		Foundations of Journalism

 $\label{eq:decomposition} \textbf{Develop skills in gathering and evaluating information.}$

STANDARD	HS- FJ.2.a.	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. (RL.9110.2)
STANDARD	HS- FJ.2.c.	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. (RI.9110.2)
STANDARD	HS-FJ.2.f.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11112.7)
THEME		Foundations of Journalism

SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	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. (W.9110.2a)
STANDARD	HS- FJ.3.h.	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. (W.9@10.2b)
STANDARD	HS-FJ.3.I.	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. (W.910.8)

THEME Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.11 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.110 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- MW.RI.110 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- MW.RI.110 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS- MW.RI.111 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Mississippi Writers

SUBJECT	Writing
STANDARD	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.

OBJECTIVE	HS- MW.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.111 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.111 12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	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.
OBJECTIVE	HS- OC.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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HS-12.2d.

Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to OC.W.11 $\ \$ manage the complexity of the topic.

THEME

Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11I 12.4.	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.)
STANDARD	HS- OC.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.11I 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.111 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME

Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- AAW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- AAW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS- AAW.RI.1 1012.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	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.
OBJECTIVE	HS- AAW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1112.4.	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.)
STANDARD	HS- AAW.W.1 1112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1112.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1112.10.	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.

THEME

Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

STANDARD	HS- TCW.RI.1 1112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TCW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- TCW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS- TCW.RI.1 1012.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	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.
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1112.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TWW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- TWW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS- TWW.RI.1 1012.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11012.2.	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.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Technical and Workplace Writing

STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TWW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11	Spell correctly.

THEME Technical and Workplace Writing

12.2b.

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 012.4a.	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.
OBJECTIVE	HS- TWW.L.11 012.4d.	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).

THEME Technical and Workplace Writing

	SUBJECT	Language
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STANDARD	HS-	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing,
	TWW.L.11	speaking, and listening at the college and career readiness level; demonstrate independence in gathering
	12.6 .	vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.91 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.
OBJECTIVE	HS- WL.W.91 10.2a.	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.
OBJECTIVE	HS- WL.W.91 10.2b.	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.
OBJECTIVE	HS- WL.W.91 10.2d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9I 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.)
STANDARD	HS- WL.W.9I 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.W.91 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.
STANDARD	HS- WL.W.9I 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.9I 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.
STANDARD	HS- WL.W.91 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.

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

THEME	English

SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	El.Rl.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	El.Rl.9.2.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	El.Rl.9.3.	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.
ТНЕМЕ		English I
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	El.Rl.9.4.	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).
THEME		English I
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI.W.9.2.	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.
OBJECTIVE	El.W.9.2a.	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.
OBJECTIVE	El.W.9.2b.	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.
OBJECTIVE	El.W.9.2d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.
THEME		English I
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	El.W.9.4.	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.)
OBJECTIVE	EI.W.9.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)

demonstrate command of Language standards 1-3 up to and including grades 9-10.)

OBJECTIVE	EI.W.9.6.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated 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.
OBJECTIVE	EI.W.9.8.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	El.W.9.10.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EI.L.9.1b.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	El.L.9.2c.	Spell correctly.
THEME		English I
SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EI.L.9.3.	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.
OBJECTIVE	El.L.9.3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual

THEME	English	I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	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.
OBJECTIVE	El.L.9.4a.	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.
OBJECTIVE	El.L.9.4d.	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).

THEME English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.6.	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.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.110 12.4.	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.)
STANDARD	HS- CW.W.11II 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Creative Writing

SUBJECT

STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11II 12.2b.	Spell correctly.
THEME		Creative Writing
SUBJECT		Language
STANDARD	HS- CW.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11II 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	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).
ТНЕМЕ		Creative Writing
SUBJECT		Language
STANDARD	HS- CW.L.11II 12.6.	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.
THEME		Debate
SUBJECT		Writing
STANDARD	HS- DE.W.110 12.2.	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.
OBJECTIVE	HS- DE.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
THEME		Debate
SUBJECT		Writing
STANDARD	HS- DE.W.11	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.)

12.4.

STANDARD	HS- DE.W.11II 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.11II 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.111 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.11II 12.2b.	Spell correctly.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.111 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	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).

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11II 12.6.	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.

THEME Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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. (RL.9010.2)
STANDARD	HS- FJ.2.c.	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. (RI.9110.2)
STANDARD	HS-FJ.2.f.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11112.7)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	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. (W.9110.2a)
STANDARD	HS- FJ.3.h.	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. (W.9@10.2b)
STANDARD	HS-FJ.3.I.	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. (W.910.8)
		the following pagianon and following pagianon and following a bandara formation bladen. (W. 62 20.6)
THEME		Mississippi Writers
THEME		
	HS- MW.RI.110 12.2.	Mississippi Writers
SUBJECT	MW.RI.11	Mississippi Writers Reading Informational Text Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact
SUBJECT	MW.RI.110 12.2. HS- MW.RI.110	Mississippi Writers Reading Informational Text Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact
SUBJECT STANDARD STANDARD	MW.RI.110 12.2. HS- MW.RI.110 12.3. HS- MW.RI.110	Mississippi Writers Reading Informational Text Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including
SUBJECT STANDARD STANDARD	MW.RI.110 12.2. HS- MW.RI.110 12.3. HS- MW.RI.110 12.4.	Mississippi Writers Reading Informational Text Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including
SUBJECT STANDARD STANDARD STANDARD	MW.RI.110 12.2. HS- MW.RI.110 12.3. HS- MW.RI.110 12.4. HS- MW.RI.1110 12.5.	Mississippi Writers Reading Informational Text Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

STANDARD	HS- MW.W.11 012.2.	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.
OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11I 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

12.2a.

SUBJECT		Writing
STANDARD	HS- OC.W.11 012.2.	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.
OBJECTIVE	HS-	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which

multimedia when useful to aiding comprehension.

OBJECTIVE	HS- OC.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.11II 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	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.)
STANDARD	HS- OC.W.111 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.111 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.11II 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- AAW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- AAW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

STANDARD	HS-	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually,
	AAW.RI.1	quantitatively) as well as in words in order to address a question or solve a problem.
	1112.7.	

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	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.
OBJECTIVE	HS- AAW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 [12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	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.)
STANDARD	HS- AAW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

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STANDARD	HS- TCW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TCW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- TCW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS- TCW.RI.1 1112.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	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.
OBJECTIVE	HS- TCW.W.11 [12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 [12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1112.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TWW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- TWW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS- TWW.RI.1 1112.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11012.2.	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.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11 II2.2b.	Spell correctly.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 112.4a.	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.
OBJECTIVE	HS- TWW.L.11 []12.4d.	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).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	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.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.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.
OBJECTIVE	HS- WL.W.9I 10.2a.	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.
OBJECTIVE	HS- WL.W.91 10.2b.	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.
OBJECTIVE	HS- WL.W.90 10.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9I 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- WL.W.9I 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.W.91 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.
STANDARD	HS- WL.W.91 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.90 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.
STANDARD	HS- WL.W.9I 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.

THEME		English I
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	El.Rl.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RI.9.2.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	El.Rl.9.3.	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.
THEME		English I
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	El.Rl.9.4.	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).
THEME		English I
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI.W.9.2.	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.
		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information
OBJECTIVE	El.W.9.2a.	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
OBJECTIVE OBJECTIVE	El.W.9.2a.	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
OBJECTIVE OBJECTIVE	El.W.9.2a.	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.
OBJECTIVE OBJECTIVE OBJECTIVE	El.W.9.2a.	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. Use precise language and domain@specific vocabulary to manage the complexity of the topic.
OBJECTIVE OBJECTIVE OBJECTIVE THEME	El.W.9.2a.	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. Use precise language and domain@specific vocabulary to manage the complexity of the topic. English I
OBJECTIVE OBJECTIVE OBJECTIVE THEME SUBJECT	El.W.9.2a.	Writing 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. Use precise language and domain@specific vocabulary to manage the complexity of the topic. English I Writing

OBJECTIVE	EI.W.9.6.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated 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.
OBJECTIVE	EI.W.9.8.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	El.W.9.10.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	El.L.9.1b.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	El.L.9.2c.	Spell correctly.
THEME		English I
SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EI.L.9.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
		Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual

THEME	English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	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.
OBJECTIVE	El.L.9.4a.	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.
OBJECTIVE	El.L.9.4d.	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).

THEME English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	El.L.9.6.	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.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.110 12.4.	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.)
STANDARD	HS- CW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11II 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.11I 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.11II 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Creative Writing

STANDARD	HS- CW.L.110 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11II 12.2b.	Spell correctly.
THEME		Creative Writing
SUBJECT		Language
STANDARD	HS- CW.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11II 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	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).
THEME		Creative Writing
SUBJECT		Language
STANDARD	HS- CW.L.11II 12.6.	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.
THEME		Debate
SUBJECT		Writing
STANDARD	HS- DE.W.110 12.2.	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.
OBJECTIVE	HS- DE.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
THEME		Debate
SUBJECT		Writing
STANDARD	HS- DE.W.11	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.)

12.4.

STANDARD	HS- DE.W.111 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- DE.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.11II 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.11II 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.111 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.11II 12.2b.	Spell correctly.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.111 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	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).

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11II 12.6.	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.

THEME Foundations of Journalism

STANDARD HS- F122. STANDARD HS- F022. STANDARD HS-F022. STANDARD HS- F022. STANDARD HS- F022. STANDARD HS- F022. STANDARD HS- F022. STANDARD HS- F022. STANDARD HS- F022. STANDARD HS- F022. STANDARD HS- F022. STANDARD HS- F022. STANDARD HS- F022. STANDARD HS- F022. STANDARD HS- F023. STANDARD HS- F024. Reading Informational Text STANDARD HS- F024. F024	SUBJECT		Develop skills in gathering and evaluating information.
F1.2.c. and is shaped and refined by specific details; provide an objective summary of the text. (R19110.2) STANDARD HS-F1.2.f. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantifatively) as well as in worlds in order to address a question or solve a problem. (R113 12.7) THEME Foundations of Journalism Develop journalistic writing skills. STANDARD HS- Introduce a topic: organize complex ideas, concepts, and information to make important connections and distinctions; include formating (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to adding comprehension. (W.9510.2a) STANDARD HS- Develop the topic with wellichosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9510.2b) STANDARD HS-F131. Gather relevant information from multiple authoritiative print and digital sources, using advanced searches effectively; assess the usefulness of each source in amswring the research question; ritegrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for classion. (W.9.10.8) THEME Mississippi Writers STANDARD HS- Determine two or more central ideas of a text and analyze their development over the course of the text. including MVRIIII how they micract and build on one another to provide a complex analysis; provide an objective summary of the text. WWRIII 123. STANDARD HS- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact MWRIII lectrical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of the text. STANDARD HS- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument including quantitatively) as well as in vords in order to address a question or solve a probl	STANDARD		including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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MW.RI.11 whether the structure makes points clear, convincing, and engaging. 12.5. STANDARD HS- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, MW.RI.11 quantitatively) as well as in words in order to address a question or solve a problem. 12.7. THEME Mississippi Writers	SUBJECT	MW.RI.110 12.2. HS- MW.RI.110	Reading Informational Text Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact
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	SUBJECT STANDARD STANDARD	MW.RI.110 12.2. HS- MW.RI.110 12.3. HS- MW.RI.1110 12.4. HS- MW.RI.1110	Reading Informational Text Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including
SUBJECT Writing	SUBJECT STANDARD STANDARD STANDARD	MW.RI.110 12.2. HS- MW.RI.110 12.3. HS- MW.RI.110 12.4. HS- MW.RI.110 12.5.	Reading Informational Text Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
	SUBJECT STANDARD STANDARD STANDARD STANDARD	MW.RI.110 12.2. HS- MW.RI.110 12.3. HS- MW.RI.110 12.4. HS- MW.RI.110 12.5.	Reading Informational Text Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

STANDARD	HS- MW.W.11 I12.2.	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.
OBJECTIVE	HS- MW.W.111 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11I 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	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.
OBJECTIVE	HS-	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which

12.2a. multimedia when useful to aiding comprehension.

OC.W.111 precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and

OBJECTIVE	HS- OC.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.11II 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	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.)
STANDARD	HS- OC.W.111 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.111 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.11II 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- AAW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- AAW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

STANDARD	HS-	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually,
	AAW.RI.1	quantitatively) as well as in words in order to address a question or solve a problem.
	1112.7.	

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	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.
OBJECTIVE	HS- AAW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 [12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	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.)
STANDARD	HS- AAW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

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STANDARD	HS- TCW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TCW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- TCW.RI.1 1112.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS- TCW.RI.1 1012.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	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.
OBJECTIVE	HS- TCW.W.11 112.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1112.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TWW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- TWW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS- TWW.RI.1 1112.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11012.2.	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.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11 II2.2b.	Spell correctly.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 112.4a.	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.
OBJECTIVE	HS- TWW.L.11 [12.4d.	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).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	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.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.91 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.
OBJECTIVE	HS- WL.W.91 10.2a.	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.
OBJECTIVE	HS- WL.W.91 10.2b.	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.
OBJECTIVE	HS- WL.W.91 10.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9I 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- WL.W.9I 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.W.9I 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.
STANDARD	HS- WL.W.9I 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.91 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.
STANDARD	HS- WL.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.

THEME		English I
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI.W.9.2.	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.
OBJECTIVE	El.W.9.2a.	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.
OBJECTIVE	El.W.9.2b.	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.
OBJECTIVE	El.W.9.2d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
OBJECTIVE	EI.W.9.2f.	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).
THEME		English I
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EI.W.9.4.	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.)
OBJECTIVE	EI.W.9.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE	El.W.9.6.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated 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.
OBJECTIVE	El.W.9.8.	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.
THEME		English I
SUBJECT		Writing

STANDARD

Range of Writing

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El.W.9.10. 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.

THEME	English
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SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	El.L.9.1b.	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.

THEME English I

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	El.L.9.2c.	Spell correctly.

THEME English I

SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EI.L.9.3.	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.
OBJECTIVE	El.L.9.3a.	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.

THEME English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	El.L.9.6.	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.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11II 12.4.	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.)
STANDARD	HS- CW.W.11II 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.11II 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.11II 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS-	Spell correctly.

12.2b.

THEME Creative Writing

CW.L.11

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	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.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11 12.2.	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.
OBJECTIVE	HS- DE.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.11 12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

OBJECTIVE	HS- DE.W.11 12.2f.	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).
THEME		Debate
SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.11II 12.2b.	Spell correctly.
THEME		Debate

STANDARD HSDE.L.110 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. THEME Foundations of Journalism SUBJECT Develop skills in gathering and evaluating information.

STANDARD	HS-FJ.2.f.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually,
		quantitatively) as well as in words in order to address a question or solve a problem. (RI.11012.7)

THEME Foundations of Journalism

SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	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. (W.9110.2a)
STANDARD	HS- FJ.3.h.	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. (W.9@10.2b)
STANDARD	HS-FJ.3.I.	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. (W.9110.8)

THEME Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.11 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 I12.2.	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.
OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- MW.W.11 12.2f.	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).

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)

STANDARD	HS- MW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	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.
OBJECTIVE	HS- OC.W.11II 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.11I 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- OC.W.110 12.2f.	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).

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	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.)
STANDARD	HS- OC.W.11 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD	HS- OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.111 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1112.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	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.
OBJECTIVE	HS- AAW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- AAW.W.11	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).

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1∏12.4.	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.)

STANDARD	HS- AAW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	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.
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 112.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 112.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2f.	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).

THEME Survey of Twentieth Century Writing

STANDARD	HS- TCW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1112.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11012.2.	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.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2f.	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).

THEME

Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME

Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11 I12.2b.	Spell correctly.

THEME

Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	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.

THEME

World Literature

SUBJECT	Writing
	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.

OBJECTIVE	HS- WL.W.9 10.2a.	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.
OBJECTIVE	HS- WL.W.90 10.2b.	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.
OBJECTIVE	HS- WL.W.90 10.2d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS- WL.W.9 10.2f.	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).

THEME

World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9I 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- WL.W.91 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.W.91 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.
STANDARD	HS- WL.W.91 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.91 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.
STANDARD	HS- WL.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.

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Mississippi College & Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

THEME		English I
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI.W.9.2.	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.

OBJECTIVE EI.W.S OBJECTIVE EI.W.S	2a. 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. 2b. 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. 2d. Use precise language and domain specific vocabulary to manage the complexity of the topic. 2f. 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). English I Writing Production and Distribution of Writing
OBJECTIVE EI.W.S OBJECTIVE EI.W.S THEME SUBJECT STANDARD	other information and examples appropriate to the audience's knowledge of the topic. 2d. Use precise language and domain@specific vocabulary to manage the complexity of the topic. 2f. 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). English I Writing
OBJECTIVE EI.W.S THEME SUBJECT STANDARD	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). English I Writing
THEME SUBJECT STANDARD	(e.g., articulating implications or the significance of the topic). English I Writing
SUBJECT	Writing
STANDARD	
	Production and Distribution of Writing
OBJECTIVE EI.W.S	
	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.)
OBJECTIVE EI.W.S	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE EI.W.S	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.
ТНЕМЕ	English I
SUBJECT	Writing
STANDARD	Research to Build and Present Knowledge
OBJECTIVE EI.W.S	7. Conduct short as well as more sustained research projects to answer a question (including a selfigenerated 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.
OBJECTIVE EI.W.S	3. 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.
THEME	English I
SUBJECT	Writing
STANDARD	Range of Writing
OBJECTIVE EI.W.S	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.
THEME	English I
TTILIVIL	

STANDARD

Conventions of Standard English

OBJECTIVE	EI.L.9.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	El.L.9.1b.	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.

THEME English I

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	El.L.9.2c.	Spell correctly.

THEME English I

SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EI.L.9.3.	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.
OBJECTIVE	El.L.9.3a.	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

THEME English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	El.L.9.6.	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.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11I 12.4.	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.)
STANDARD	HS- CW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS- CW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Creative Writing

SUBJECT		Language	
STANDARD		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
OBJECTIVE	HS- CW.L.11	Spell correctly.	

THEME Creative Writing

12.2b.

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	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.

THEME Debate

SUBJECT		Writing	
STANDARD	HS- DE.W.110 12.2.	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.	
OBJECTIVE	HS- DE.W.11II 12.2a.	troduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which recedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and ultimedia when useful to aiding comprehension.	
OBJECTIVE	HS- DE.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
OBJECTIVE	HS- DE.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	
OBJECTIVE	HS- DE.W.11I 12.2f.	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).	

THEME Debate

SUBJECT	Writing	

STANDARD	HS- DE.W.11II 12.4.	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.)
STANDARD	HS- DE.W.11II 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.11II 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Debate

SUBJECT		Language
	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.11	Spell correctly.

THEME Debate

12.2b.

SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	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.

THEME Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS-FJ.2.f.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11112.7)

THEME Foundations of Journalism

SUBJECT

STANDARD	HS- FJ.3.g.	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. (W.9110.2a)
STANDARD	HS- FJ.3.h.	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. (W.9@10.2b)
STANDARD	HS-FJ.3.I.	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. (W.9110.8)

THEME Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.11	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 I12.2.	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.
OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- MW.W.11 12.2f.	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).

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)
STANDARD	HS- MW.W.11 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	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.
OBJECTIVE	HS- OC.W.11II 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- OC.W.11II 12.2f.	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).

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.110 12.4.	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.)
STANDARD	HS- OC.W.11I 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS- OC.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.11II 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.11I 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Survey of African American Writing

SUBJECT	Writing	
STANDARD	HS- AAW.W.1 1012.2.	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.
OBJECTIVE	HS- AAW.W.11 [12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- AAW.W.11 [12.2f.	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).

THEME Survey of African American Writing

SUBJECT		Vriting	
STANDARD	HS- AAW.W.1 1012.4.	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.)	
STANDARD	HS- AAW.W.1 1112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	

STANDARD	HS- AAW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT Reading Informational Text		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing	
STANDARD	HS- TCW.W.1 1012.2.	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.	
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
OBJECTIVE	HS- TCW.W.11 I12.2b.	evelop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete tails, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to nanage the complexity of the topic.	
OBJECTIVE	HS- TCW.W.11 I12.2f.	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).	

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)

STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT Reading Informational Text		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Technical and Workplace Writing

SUBJECT		Writing	
STANDARD	HS- TWW.W. 11012.2.	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.	
OBJECTIVE	HS- TWW.W.1 1012.2a.	duce a topic; organize complex ideas, concepts, and information so that each new element builds on that which edes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and media when useful to aiding comprehension.	
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain©specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	
OBJECTIVE	HS- TWW.W.1 1012.2f.	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).	

THEME Technical and Workplace Writing

SUBJECT	Writing	
000001	·······································	

STANDARD	HS- TWW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11	Spell correctly.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	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.

THEME World Literature

12.2b.

SUBJECT		Writing
STANDARD	HS- WL.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.
OBJECTIVE	HS- WL.W.91 10.2a.	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.

OBJECTIVE	HS- WL.W.9I 10.2b.	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.
OBJECTIVE	HS- WL.W.90 10.2d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS- WL.W.91 10.2f.	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).

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9I 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- WL.W.9I 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.W.91 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.
STANDARD	HS- WL.W.9I 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.91 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.
STANDARD	HS- WL.W.9I 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.

UNIT 7: INVENTIVE WRITING Week 15 Page 145-160

Mississippi College & Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

THEME	English I

drawn from the text.

SUBJECT		Reading Literature
STANDARD		Key Ideas and Details
OBJECTIVE	EI.RL.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

OBJECTIVE	EI.RL.9.2.	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s), provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RL.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
THEME		English I
SUBJECT		Reading Literature
STANDARD		Craft and Structure
OBJECTIVE	EI.RL.9.4.	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).
OBJECTIVE	EI.RL.9.5.	Analyze how an author's choice 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.
THEME		English I
SUBJECT		Reading Literature
STANDARD		Integration of Knowledge and Ideas
OBJECTIVE	EI.RL.9.9.	Analyze how an author draws on and transforms source materials 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).
THEME		English I
SUBJECT		Reading Literature
STANDARD		Range of Reading and Level of Text Complexity
OBJECTIVE		
	EI.RL.9.1 0.	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.
ТНЕМЕ		
THEME		text complexity band proficiently, with scaffolding as needed at the high end of the range.
		text complexity band proficiently, with scaffolding as needed at the high end of the range. English I
SUBJECT	0.	text complexity band proficiently, with scaffolding as needed at the high end of the range. English I Writing
SUBJECT	0. EI.W.9.3.	text complexity band proficiently, with scaffolding as needed at the high end of the range. English I Writing 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.
SUBJECT STANDARD OBJECTIVE	EI.W.9.3.	text complexity band proficiently, with scaffolding as needed at the high end of the range. English I Writing 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. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s)
STANDARD OBJECTIVE OBJECTIVE	EI.W.9.3a. EI.W.9.3b.	English I Writing 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. 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

OBJECTIVE	El.W.9.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
THEME		English I
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EI.W.9.4.	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.)
OBJECTIVE	EI.W.9.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE	EI.W.9.6.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EI.W.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	EI.W.9.9a	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]").
THEME		English I
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	El.W.9.10.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	El.L.9.2c.	Spell correctly.
THEME		English I
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use

OBJECTIVE	El.L.9.4a.	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.
OBJECTIVE	El.L.9.4d.	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).
THEME		English I
SUBJECT		Language

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.6.	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.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- CW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- CW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- CW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- CW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- CW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11II 12.4.	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.)
STANDARD	HS- CW.W.11 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD	HS- CW.W.11I 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11II 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Creative Writing

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS- CW.L.11	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

THEME Creative Writing

12.1a.

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11II 12.2b.	Spell correctly.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	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).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	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.

THEME Debate SUBJECT Writing

STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- DE.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS- DE.L.11	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

THEME Debate

12.1a.

SUBJECT		Language
STANDARD	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS-	Spell correctly.

THEME Debate

DE.L.111 12.2b.

SUBJECT		Language
STANDARD	HS- DE.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.110 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	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).

THEME Debate

SUBJECT

STANDARD	HS- DE.L.111 12.6.	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.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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. (RL.9010.2)
STANDARD	HS- FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11112.2)
THEME		Mississippi Writers
SUBJECT		Reading Literature
STANDARD	HS- MW.RL.11 012.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- MW.RL.11 I12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- MW.RL.11 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- MW.RL.11 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
STANDARD	HS- MW.RL.11 12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS- MW.RL.11	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- MW.RL.11 012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
THEME		Mississippi Writers
SUBJECT		Writing
STANDARD	HS- MW.W.11	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.

OBJECTIVE	HS- MW.W.111 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- MW.W.110 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- MW.W.110 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- MW.W.110 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- MW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)
STANDARD	HS- MW.W.111 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.111 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- OC.W.110 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- OC.W.11I 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE	HS- OC.W.11II 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- OC.W.11II 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- OC.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11I 12.4.	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.)
STANDARD	HS- OC.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.11I 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Survey of African American Writing

SUBJECT		Reading Literature
STANDARD	HS- AAW.RL.1 1012.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- AAW.RL.1 1112.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- AAW.RL.1 1112.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- AAW.RL.1 1012.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS- AAW.RL.1 1012.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

STANDARD	HS- AAW.RL.1 1112.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- AAW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- AAW.W.11 112.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- AAW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- AAW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- AAW.W.11 [12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- AAW.W.11 [12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 1112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME

SUBJECT		Reading Literature
STANDARD	HS- TCW.RL.1 1012.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- TCW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- TCW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- TCW.RL.1 1012.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS- TCW.RL.1 1012.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS- TCW.RL.1 1012.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- TCW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- TCW.W.11 [12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- TCW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- TCW.W.11 112.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- TCW.W.11 I12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

OBJECTIVE

HS- Provide a cor TCW.W.11 the narrative.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of

12.3e.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TCW.W.1 1112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1112.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

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

OBJECTIVE

HS-TWW.L.11 I12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11	Spell correctly.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 012.4a.	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.
OBJECTIVE	HS- TWW.L.11 [12.4d.	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).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 012.6.	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.

THEME World Literature

SUBJECT		Reading Literature
STANDARD	HS- WL.RL.91 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.
STANDARD	HS- WL.RL.90 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.
STANDARD	HS- WL.RL.90 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.
STANDARD	HS- WL.RL.90 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).
STANDARD	HS- WL.RL.90 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

STANDARD	HS- WL.RL.90 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).
STANDARD	HS- WL.RL.90 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9010 text complexity band proficiently, with scaffolding as needed at the high end of the range.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.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.
OBJECTIVE	HS- WL.W.91 10.3a.	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.
OBJECTIVE	HS- WL.W.90 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- WL.W.90 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	HS- WL.W.9 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- WL.W.91 10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9I 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.)
STANDARD	HS- WL.W.91 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.W.91 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.

THEME World Literature

SUBJECT Writing

STANDARD	HS- WL.W.9I 10.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	HS- WL.W.91 10.9a.	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]").

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9I 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.

UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182

Mississippi College & Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

THEME		English I
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	El.Rl.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RI.9.2.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RI.9.3.	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.

THEME English I

SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	EI.RI.9.4.	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).

THEME English I

SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI.W.9.2.	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.
OBJECTIVE	El.W.9.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and

BJECTIVE EI.W.9.2a. 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.

OBJECTIVE	El.W.9.2b.	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.
OBJECTIVE	El.W.9.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE	EI.W.9.2f.	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).
THEME		English I
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EI.W.9.4.	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.)
OBJECTIVE	EI.W.9.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE	El.W.9.6.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated 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.
OBJECTIVE	El.W.9.8.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EI.W.9.10.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English

El.L.9.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE

OBJECTIVE	El.L.9.1b.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	El.L.9.2c.	Spell correctly.
ГНЕМЕ		English I
SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EI.L.9.3.	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.
OBJECTIVE	El.L.9.3a.	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.
ГНЕМЕ		English I
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	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.
OBJECTIVE	El.L.9.4a.	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.
OBJECTIVE	El.L.9.4d.	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).
THEME		English I
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	El.L.9.6.	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.
THEME		Creative Writing
SUBJECT		Writing
STANDARD	HS-	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, number and audience (Grade specific expectations for writing types are defined in standards 1–3 above.)

 $\hbox{CW.W.11} \hbox{\o purpose, and audience. (Grade} \hbox{\o specific expectations for writing types are defined in standards 1-3 above.) } \\$

12.4.

STANDARD	HS- CW.W.11 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.110 12.2b.	Spell correctly.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.110 12.4a.	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.
OBJECTIVE	HS- CW.L.110 12.4d.	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).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	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.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11 12.2.	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.
OBJECTIVE	HS- DE.W.11II 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- DE.W.11II 12.2f.	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).

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.111 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Debate

SUBJECT		Language
	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	HS- DE.L.11II 12.2b.	Spell correctly.
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.11II 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	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).
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	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.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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. (RL.910.2)
STANDARD	HS- FJ.2.c.	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. (RI.9110.2)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinction include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.9110.2a)
STANDARD	HS- FJ.3.h.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, other information and examples appropriate to the audience's knowledge of the topic. (W.9@10.2b)
STANDARD	HS-FJ.3.l.	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. (W.9010.8)
STANDARD		

STANDARD	HS- MW.RI.110 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.110 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- MW.RI.110 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- MW.RI.110 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.2.	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.
OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- MW.W.11 12.2f.	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).

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS- MW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	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.
OBJECTIVE	HS- OC.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- OC.W.11II 12.2f.	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).

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	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.)
STANDARD	HS- OC.W.11II 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11II 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS- OC.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- AAW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- AAW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	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.
OBJECTIVE	HS- AAW.W.11 112.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 112.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- AAW.W.11 012.2f.	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).

THEME Survey of African American Writing

STANDARD	HS- AAW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1112.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TCW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- TCW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
	HS- TCW.W.1 1112.2.	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.

OBJECTIVE

HSIntroduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which TCW.W.11
precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TCW.W.11 012.2f.	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).

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1112.7.	Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TWW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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HS-1012.5.

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including

THEME

Technical and Workplace Writing

		Writing
		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.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2f.	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).

THEME

Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1112.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11 [12.2b.	Spell correctly.

THEME Technical and Workplace Writing

SUBJECT		Language
		Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 I12.4a.	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.
OBJECTIVE	HS- TWW.L.11 []12.4d.	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).

THEME Technical and Workplace Writing

SUBJECT		Language				
STANDARD	HS- TWW.L.11 Il 12.6.	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.				

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.91 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.
OBJECTIVE	HS- WL.W.9I 10.2a.	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.
OBJECTIVE	HS- WL.W.9I 10.2b.	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.
OBJECTIVE	HS- WL.W.9I 10.2d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS- WL.W.90 10.2f.	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).

THEME	World Literature

SUBJECT		Writing
STANDARD	HS- WL.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.)
STANDARD	HS- WL.W.91 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.W.91 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.
STANDARD	HS- WL.W.90 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.91 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.
STANDARD	HS- WL.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.

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

Mississippi College & Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

THEME		English I
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EI.RI.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RI.9.2.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RI.9.3.	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.
THEME		English I
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure

OBJECTIVE	EI.RI.9.4.	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).
THEME		English I
SUBJECT		Reading Informational Text
STANDARD		Integration of Knowledge and Ideas
OBJECTIVE	EI.RI.9.7.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI.W.9.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	El.W.9.1a.	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.
OBJECTIVE	El.W.9.1b.	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.
OBJECTIVE	EI.W.9.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they ae writing.
OBJECTIVE	El.W.9.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
THEME		English I
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI.W.9.2.	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.
OBJECTIVE	EI.W.9.2d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
OBJECTIVE	El.W.9.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
THEME		English I
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EI.W.9.4.	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.)

OBJECTIVE	EI.W.9.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE	EI.W.9.6.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated 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.
OBJECTIVE	EI.W.9.8.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EI.W.9.10.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	El.L.9.1b.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	El.L.9.2c.	Spell correctly.
OBJECTIVE THEME	EI.L.9.2c.	Spell correctly. English I
	El.L.9.2c.	

OBJECTIVE	EI.L.9.3.	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.
OBJECTIVE	El.L.9.3a.	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.

THEME English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	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.
OBJECTIVE	El.L.9.4a.	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.
OBJECTIVE	El.L.9.4d.	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).

THEME English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	El.L.9.6.	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.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11II 12.4.	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.)
STANDARD	HS- CW.W.11II 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD	HS-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
	CW.W.11	single sitting or a day or two) for a range of tasks, purposes, and audiences.
	12.10.	

THEME	Creative Writing

SUBJECT		Language
	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11II 12.2b.	Spell correctly.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11II 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	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).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	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.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- DE.W.110 12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- DE.W.110 12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- DE.W.11I 12.1c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

OBJECTIVE	HS- DE.W.110 12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- DE.W.110 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.2.	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.
OBJECTIVE	HS- DE.W.11II 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- DE.W.11I 12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- DE.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.111 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Debate

STANDARD	HS- DE.L.110 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.11II 12.2b.	Spell correctly.
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.11II 12.4a.	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.
OBJECTIVE	HS- DE.L.11II 12.4d.	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).
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	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.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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. (RL.9110.2)
STANDARD	HS- FJ.2.c.	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. (RI.9110.2)
STANDARD	HS- FJ.2.d.	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. (RI.9110.7)
STANDARD	HS-FJ.2.f.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11112.7)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.b.	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. (W.9110.1a)
STANDARD	HS-	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitation

of both in a manner that anticipates the audience's knowledge level and concerns. (W.9110.1b)

FJ.3.c.

STANDARD	HS- FJ.3.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. (W.9010.1d)
STANDARD	HS- FJ.3.k.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9-10.2e)
STANDARD	HS-FJ.3.l.	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. (W.910.8)

THEME Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.11 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.110 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- MW.RI.110 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- MW.RI.110 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS- MW.RI.110 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- MW.W.11I 12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- MW.W.11 12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- MW.W.11 12.1c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

OBJECTIVE	HS- MW.W.11 12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- MW.W.11 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.2.	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.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- MW.W.11	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.111 12.4.	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.)
STANDARD	HS- MW.W.11 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

STANDARD	HS- OC.W.11 I12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- OC.W.11II 12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- OC.W.11II 12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- OC.W.11II 12.1c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
OBJECTIVE	HS- OC.W.11II 12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- OC.W.11 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	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.
OBJECTIVE	HS- OC.W.11II 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- OC.W.11 12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	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.)
STANDARD	HS- OC.W.11 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS- OC.W.11II 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.11I 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.11I 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- AAW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- AAW.RI.1 1112.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS- AAW.RI.1 1012.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- AAW.W.11 I12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- AAW.W.11 I12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- AAW.W.11 I12.1c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

OBJECTIVE	HS- AAW.W.11 [12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- AAW.W.11 112.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	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.
OBJECTIVE	HS- AAW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1112.4.	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.)
STANDARD	HS- AAW.W.1 1112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1112.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

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STANDARD	HS- TCW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TCW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- TCW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS- TCW.RI.1 1012.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- TCW.W.11 I12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- TCW.W.11 I12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- TCW.W.11 I12.1c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
OBJECTIVE	HS- TCW.W.11 112.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- TCW.W.11 [12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME Survey of Twentieth Century Writing

SUBJECT	Writing
	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.

OBJECTIVE	HS- TCW.W.11 [12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TCW.W.11 []12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME

Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1112.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TWW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

STANDARD	HS- TWW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS- TWW.RI.1 1112.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

SUBJECT		Writing				
STANDARD	HS- TWW.W. 11112.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reaso and relevant and sufficient evidence.				
OBJECTIVE	HS- TWW.W.1 1012.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.				
OBJECTIVE	HS- TWW.W.1 1012.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.				
OBJECTIVE	HS- TWW.W.1 1012.1c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.				
OBJECTIVE	HS- TWW.W.1 1012.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.				
OBJECTIVE	HS- TWW.W.1 1012.1e.	Provide a concluding statement or section that follows from and supports the argument presented.				

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11112.2.	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.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

THEME Technical and Workplace Writing

SUBJECT	Writing			

STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11	Spell correctly.

THEME Technical and Workplace Writing

12.2b.

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 [12.4a.	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.
OBJECTIVE	HS- TWW.L.11 [12.4d.	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).

THEME Technical and Workplace Writing

STANDARD	HS-	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing,
	TWW.L.11	speaking, and listening at the college and career readiness level; demonstrate independence in gathering
	12.6 .	vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.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.
OBJECTIVE	HS- WL.W.9 10.1a.	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.
OBJECTIVE	HS- WL.W.9 10.1b.	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.
OBJECTIVE	HS- WL.W.9 10.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- WL.W.91 10.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.91 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.
OBJECTIVE	HS- WL.W.90 10.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS- WL.W.91 10.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9I 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.)
STANDARD	HS- WL.W.90 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

HS- WL.W.9I 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.
HS- WL.W.90 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated 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.
HS- WL.W.90 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.
HS- WL.W.9I 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.
	WL.W.9I 10.6. HS- WL.W.9I 10.7. HS- WL.W.9I 10.8.

	WL.W.9I 10.10.	single sitting or a day or two) for a range of tasks, purposes, and audiences.
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 195-206
		Mississippi College & Career Readiness Standards Language Arts Grade 9 - Adopted: 2016
THEME		English I
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EI.RI.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RI.9.2.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RI.9.3.	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.
THEME		English I
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	El.Rl.9.4.	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).
THEME		English I
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI.W.9.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	El.W.9.1a.	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.

 $establishes \ clear \ relationships \ among \ claim (s), counterclaims, reasons, and \ evidence.$

OBJECTIVE	El.W.9.1b.	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.
OBJECTIVE	El.W.9.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they ae writing.
OBJECTIVE	El.W.9.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
THEME		English I
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI.W.9.2.	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.
OBJECTIVE	El.W.9.2a.	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.
OBJECTIVE	El.W.9.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, o other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	El.W.9.2d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.
OBJECTIVE	El.W.9.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	El.W.9.2f.	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).
THEME		English I
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EI.W.9.4.	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.)
OBJECTIVE	EI.W.9.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE	El.W.9.6.	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.
		English I
THEME		English I

Research to Build and Present Knowledge

STANDARD

OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated 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.
OBJECTIVE	EI.W.9.8.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	El.W.9.10.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	El.L.9.2b.	Use a colon to introduce a list or quotation.
OBJECTIVE	El.L.9.2c.	Spell correctly.
THEME		English I
SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EI.L.9.3.	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.
OBJECTIVE	El.L.9.3a.	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.
THEME		English I
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	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.
OBJECTIVE	El.L.9.4a.	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.
OBJECTIVE	El.L.9.4d.	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).
THEME		English I
SUBJECT		Language

STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	El.L.9.6.	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.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11II 12.4.	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.)
STANDARD	HS- CW.W.11II 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.11I 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11	Spell correctly.

THEME Creative Writing

12.4a.

12.2b.

SUBJECT	Language
C	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE HS-

HS- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) CW.L.110 as a clue to the meaning of a word or phrase.

OBJECTIVE	HS-	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
	CW.L.11	context or in a dictionary).
	12.4d.	

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	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.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- DE.W.111 12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- DE.W.110 12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- DE.W.110 12.1c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
OBJECTIVE	HS- DE.W.110 12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- DE.W.110 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.2.	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.
OBJECTIVE	HS- DE.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.11I 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE	HS- DE.W.11II 12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- DE.W.11 12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- DE.W.11II 12.2f.	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).

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.111 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- DE.W.11II 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- DE.W.111 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.11II 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.11	Spell correctly.

THEME Debate

12.2b.

STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.110 12.4a.	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.
OBJECTIVE	HS- DE.L.11II 12.4d.	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).

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.111 12.6.	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.

THEME Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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. (RL.9110.2)
STANDARD	HS- FJ.2.c.	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. (RI.9110.2)
STANDARD	HS-FJ.2.f.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11112.7)

THEME Foundations of Journalism

SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.b.	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. (W.9110.1a)
STANDARD	HS- FJ.3.c.	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. (W.9010.1b)
STANDARD	HS- FJ.3.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. (W.910.1d)
STANDARD	HS- FJ.3.g.	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. (W.910.2a)
STANDARD	HS- FJ.3.h.	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. (W.9@10.2b)

STANDARD	HS- FJ.3.k.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9-10.2e)
STANDARD	HS-FJ.3.l.	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. (W.910.8)

THEME Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.111 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.110 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- MW.RI.110 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- MW.RI.110 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS- MW.RI.110 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- MW.W.11I 12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- MW.W.11II 12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- MW.W.11I 12.1c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
OBJECTIVE	HS- MW.W.111 12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

OBJECTIVE

HS-MW.W.11 12.1e.

Provide a concluding statement or section that follows from and supports the argument presented.

THEME

Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 I12.2.	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.
OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- MW.W.11 12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- MW.W.11 12.2f.	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).

THEME

Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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HS-12.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a $\label{eq:mww.111} \mbox{MW.W.111} \mbox{ single sitting or a day or two) for a range of tasks, purposes, and audiences.}$

THEME

Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- OC.W.11I 12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- OC.W.11I 12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- OC.W.11II 12.1c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
OBJECTIVE	HS- OC.W.11I 12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- OC.W.11I 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME

Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	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.
OBJECTIVE	HS- OC.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- OC.W.110 12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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HS-12.2f.

Provide a concluding statement or section that follows from and supports the information or explanation presented $\hbox{OC.W.11} \hbox{\Large \ \ } \hbox{ (e.g., articulating implications or the significance of the topic)}.$

THEME

Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11I 12.4.	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.)
STANDARD	HS- OC.W.11 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.11I 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME

Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- AAW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- AAW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS- AAW.RI.1 1012.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- AAW.W.11 112.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- AAW.W.11 [12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- AAW.W.11 I12.1c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
OBJECTIVE	HS- AAW.W.11 I12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- AAW.W.11 [12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	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.
OBJECTIVE	HS- AAW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- AAW.W.11 012.2f.	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).

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	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.)
STANDARD	HS- AAW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TCW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- TCW.RI.1 1112.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS- TCW.RI.1 1012.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Survey of Twentieth Century Writing

STANDARD	HS- TCW.W.1 1012.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- TCW.W.11 112.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- TCW.W.11 012.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- TCW.W.11 I12.1c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
OBJECTIVE	HS- TCW.W.11 012.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- TCW.W.11 012.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	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.
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- TCW.W.11 I12.2f.	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).

THEME Survey of Twentieth Century Writing

SUBJECT	Writing		

STANDARD	HS- TCW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TWW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- TWW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS- TWW.RI.1 1012.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Technical and Workplace Writing

SUBJECT	Writing
	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

OBJECTIVE	HS- TWW.W.1 1012.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- TWW.W.1 1012.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- TWW.W.1 1012.1c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
OBJECTIVE	HS- TWW.W.1 1012.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- TWW.W.1 1012.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

SUBJECT		Writing
STANDARD	HS- TWW.W. 11012.2.	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.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- TWW.W.1 1012.2f.	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).

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)

STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11 012.2b.	Spell correctly.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 I12.4a.	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.
OBJECTIVE	HS- TWW.L.11 012.4d.	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).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	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.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.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.
OBJECTIVE	HS- WL.W.91 10.1a.	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.
OBJECTIVE	HS- WL.W.91 10.1b.	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.
OBJECTIVE	HS- WL.W.90 10.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- WL.W.91 10.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.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.
OBJECTIVE	HS- WL.W.90 10.2a.	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.
OBJECTIVE	HS- WL.W.90 10.2b.	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.
OBJECTIVE	HS- WL.W.90 10.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS- WL.W.90 10.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- WL.W.91 10.2f.	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).

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.91 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.)

STANDARD	HS- WL.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.W.91 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.
STANDARD	HS- WL.W.9 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.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.
STANDARD	HS- WL.W.90 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.

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

Mississippi College & Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

THEME		English I
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EI.RI.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	El.Rl.9.2.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RI.9.3.	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.
THEME		English I
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	El.Rl.9.4.	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).
THEME		English I
SUBJECT		Writing

STANDARD

Text Types and Purposes

EI.W.9.2.	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.
El.W.9.2a.	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.
El.W.9.2b.	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.
EI.W.9.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
El.W.9.2f.	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).
	English I
	Writing
	Production and Distribution of Writing
El.W.9.4.	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.)
EI.W.9.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
El.W.9.6.	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.
	English I
	Writing
	Research to Build and Present Knowledge
EI.W.9.7.	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.
El.W.9.8.	
	subject, demonstrating understanding of the subject under investigation. 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
	Subject, demonstrating understanding of the subject under investigation. 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.
	Subject, demonstrating understanding of the subject under investigation. 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. English I
	Subject, demonstrating understanding of the subject under investigation. 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. English I Writing
El.W.9.10.	Subject, demonstrating understanding of the subject under investigation. 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. English I Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
	EI.W.9.2a. EI.W.9.2d. EI.W.9.2f. EI.W.9.6.

STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	El.L.9.1b.	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.

THEME English I

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	El.L.9.2b.	Use a colon to introduce a list or quotation.
OBJECTIVE	El.L.9.2c.	Spell correctly.

THEME English I

SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EI.L.9.3.	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.
OBJECTIVE	El.L.9.3a.	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

THEME English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	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.
OBJECTIVE	El.L.9.4a.	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.
OBJECTIVE	El.L.9.4d.	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).

THEME English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	El.L.9.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing,

DBJECTIVE EI.L.9.6. 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.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11II 12.4.	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.)
STANDARD	HS- CW.W.11II 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.11I 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11II 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.11I 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Creative Writing

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11	Spell correctly.

THEME Creative Writing

12.2b.

SUBJECT		Language
STANDARD	HS- CW.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.110 12.4a.	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.
OBJECTIVE	HS- CW.L.110 12.4d.	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).

THEME Creative Writing

STANDARD	HS-	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing,
	CW.L.11	speaking, and listening at the college and career readiness level; demonstrate independence in gathering
	12.6.	vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.2.	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.
OBJECTIVE	HS- DE.W.11II 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.11I 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- DE.W.11II 12.2f.	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).

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11II 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME	Debate

SUBJECT		Language
	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.110 12.2b.	Spell correctly.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.110 12.4a.	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.
OBJECTIVE	HS- DE.L.11II 12.4d.	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).

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	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.

THEME Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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. (RL.910.2)
STANDARD	HS- FJ.2.c.	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. (RI.9010.2)
STANDARD	HS-FJ.2.f.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11112.7)

THEME Foundations of Journalism

SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	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. (W.9\(\text{0}\)10.2a)

STANDARD	HS- FJ.3.h.	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. (W.9@10.2b)
STANDARD	HS-FJ.3.I.	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. (W.9110.8)

THEME Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.110 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.110 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- MW.RI.110 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- MW.RI.110 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS- MW.RI.110 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.2.	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.
OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- MW.W.11 12.2f.	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).

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)
STANDARD	HS- MW.W.11 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	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.
OBJECTIVE	HS- OC.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- OC.W.110 12.2f.	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).

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	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.)

STANDARD	HS- OC.W.11 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.11I 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1112.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- AAW.RI.1 1112.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- AAW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS- AAW.RI.1 1012.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Survey of African American Writing

SUBJECT	Writing
	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.

OBJECTIVE	HS- AAW.W.11 [12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- AAW.W.11 012.2f.	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).

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 1112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1112.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

STANDARD	HS- TCW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- TCW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS- TCW.RI.1 1012.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	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.
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2f.	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).

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TWW.RI.1 1012.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- TWW.RI.1 1012.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS- TWW.RI.1 1012.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11012.2.	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.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2f.	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).

THEME

Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME

Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11 012.2b.	Spell correctly.

THEME

Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 I12.4a.	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.
OBJECTIVE	HS- TWW.L.11 012.4d.	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).

THEME

SUBJECT		Language
STANDARD	HS- TWW.L.11 012.6.	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.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.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.
OBJECTIVE	HS- WL.W.90 10.2a.	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.
OBJECTIVE	HS- WL.W.9I 10.2b.	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.
OBJECTIVE	HS- WL.W.90 10.2d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS- WL.W.9I 10.2f.	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).

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.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.)
STANDARD	HS- WL.W.90 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.W.90 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.
STANDARD	HS- WL.W.90 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.90 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.
STANDARD	HS- WL.W.9I 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.

Mississippi College & Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

		English I
SUBJECT		Reading Literature
STANDARD		Key Ideas and Details
OBJECTIVE	EI.RL.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RL.9.2.	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s), provide an accurate summary of the text based upon this analysis.
OBJECTIVE	El.RL.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
THEME		English I
SUBJECT		Reading Literature
STANDARD		Craft and Structure
OBJECTIVE	EI.RL.9.4.	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).
OBJECTIVE	EI.RL.9.5.	Analyze how an author's choice 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.
THEME		English I
SUBJECT		
		Reading Literature
STANDARD		Range of Reading and Level of Text Complexity
ST ANDARD OBJECTIVE	EI.RL.9.1 0.	
OBJECTIVE	0.	Range of Reading and Level of Text Complexity By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10
OBJECTIVE	0.	Range of Reading and Level of Text Complexity 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.
OBJECTIVE THEME	0.	Range of Reading and Level of Text Complexity 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. English I
OBJECTIVE THEME SUBJECT	0.	Range of Reading and Level of Text Complexity 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. English I Writing
OBJECTIVE THEME SUBJECT STANDARD	0. El.W.9.2.	Range of Reading and Level of Text Complexity 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. English I Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information
OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE	El.W.9.2.	Range of Reading and Level of Text Complexity 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. English I Writing 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.
OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE OBJECTIVE	El.W.9.2.	Range of Reading and Level of Text Complexity 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. English I Writing 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. Use precise language and domain@specific vocabulary to manage the complexity of the topic.

OBJECTIVE	EI.W.9.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
OBJECTIVE	El.W.9.3a.	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.	
OBJECTIVE	El.W.9.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	
OBJECTIVE	EI.W.9.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	
OBJECTIVE	El.W.9.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	
OBJECTIVE	EI.W.9.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
THEME		English I	
SUBJECT		Writing	
STANDARD		Production and Distribution of Writing	
OBJECTIVE	El.W.9.4.	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.)	
OBJECTIVE	EI.W.9.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)	
OBJECTIVE	EI.W.9.6.	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.	
THEME		English I	
SUBJECT		Writing	
STANDARD		Research to Build and Present Knowledge	
OBJECTIVE	EI.W.9.8.	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.	
THEME		English I	
SUBJECT		Writing	
STANDARD		Range of Writing	
OBJECTIVE	EI.W.9.10.	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.	
THEME		English I	
SUBJECT		Language	

STANDARD

Conventions of Standard English

OBJECTIVE	EI.L.9.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
OBJECTIVE	El.L.9.1b.	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.	
THEME		English I	
SUBJECT		Language	
STANDARD		Conventions of Standard English	
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
OBJECTIVE	El.L.9.2c.	Spell correctly.	
THEME		English I	
SUBJECT		Language	
STANDARD		Knowledge of Language	
OBJECTIVE	EI.L.9.3.	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.	
OBJECTIVE	El.L.9.3a.	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.	
THEME		English I	
SUBJECT		Language	
STANDARD		Vocabulary Acquisition and Use	
OBJECTIVE	EI.L.9.4.	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.	
OBJECTIVE	El.L.9.4a.	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.	
OBJECTIVE	El.L.9.4d.	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).	
THEME		English I	
SUBJECT		Language	
STANDARD		Vocabulary Acquisition and Use	
OBJECTIVE	EI.L.9.6.	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.	
THEME		Creative Writing	
SUBJECT		Writing	
STANDARD	HS- CW.W.11 012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.	

OBJECTIVE	HS- CW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- CW.W.110 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- CW.W.110 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- CW.W.110 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- CW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.110 12.4.	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.)
STANDARD	HS- CW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11	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.

THEME Creative Writing

SUBJECT		Language	
	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
OBJECTIVE	HS- CW.L.11	Spell correctly.	

THEME Creative Writing

12.2b.

SUBJECT	Language		

STANDARD	HS- CW.L.11 12.4.	Determine or clarify the meaning of unknown and multiplellmeaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11II 12.4a.	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.
OBJECTIVE	HS- CW.L.110 12.4d.	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).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	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.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11 12.2.	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.
OBJECTIVE	HS- DE.W.11	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Debate

12.2d.

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Debate

SUBJECT	Language
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	HS- DE.L.11I 12.2b.	Spell correctly.
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.110 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	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).
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.111 12.6.	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.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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. (RL.9110.2)
STANDARD	HS- FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11112.2)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS-FJ.3.I.	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. (W.910.8)
THEME		Mississippi Writers
SUBJECT		Reading Literature
STANDARD	HS- MW.RL.11	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

12.1.

STANDARD	HS- MW.RL.11 112.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- MW.RL.11 I12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- MW.RL.11 I12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
STANDARD	HS- MW.RL.11 I12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS- MW.RL.11 I12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- MW.RL.11 012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD		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.
OBJECTIVE	HS- MW.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- MW.W.111 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- MW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- MW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

OBJECTIVE	HS- MW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- MW.W.111 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

SUBJECT		Writing
STANDARD		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.
OBJECTIVE	HS- OC.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- OC.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- OC.W.11II 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE	HS- OC.W.11II 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- OC.W.11II 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- OC.W.11I 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.110 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- OC.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11I 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Survey of African American Writing

SUBJECT		Reading Literature
STANDARD	HS- AAW.RL.1 1112.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- AAW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- AAW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- AAW.RL.1 1012.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS- AAW.RL.1 1012.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

STANDARD	HS- AAW.RL.1 1012.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- AAW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD		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.
OBJECTIVE	HS- AAW.W.11 012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- AAW.W.11 112.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- AAW.W.11 012.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- AAW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- AAW.W.11 012.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- AAW.W.11 I12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	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.)

STANDARD	HS- AAW.W.1 1112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1112.10.	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.

THEME

Survey of Twentieth Century Writing

SUBJECT		Reading Literature
STANDARD	HS- TCW.RL.1 1012.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- TCW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- TCW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- TCW.RL.1 1012.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS- TCW.RL.1 1012.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS- TCW.RL.1 1012.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- TCW.RL.1 1112.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME

Survey of Twentieth Century Writing

SUBJECT	Writing
	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.

OBJECTIVE

12.2d.

HS- Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to TCW.W.11 manage the complexity of the topic.

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- TCW.W.11 I12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- TCW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- TCW.W.11 I12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME

Technical and Workplace Writing

SUBJECT	Writing
	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.

OBJECTIVE	HS-	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to
	TWW.W.1	manage the complexity of the topic.
	1⊓12 2d	

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11	Spell correctly.

THEME Technical and Workplace Writing

12.2b.

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 []12.4a.	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.
OBJECTIVE	HS- TWW.L.11 []12.4d.	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).

THEME Technical and Workplace Writing

SUBJECT

STANDARD	HS-	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing,
	TWW.L.11	speaking, and listening at the college and career readiness level; demonstrate independence in gathering
	12.6 .	vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Reading Literature
STANDARD	HS- WL.RL.90 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.
STANDARD	HS- WL.RL.91 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.
STANDARD	HS- WL.RL.91 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.
STANDARD	HS- WL.RL.91 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).
STANDARD	HS- WL.RL.90 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD	HS- WL.RL.91 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9110 text complexity band proficiently, with scaffolding as needed at the high end of the range.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.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.
OBJECTIVE	HS- WL.W.9	Use precise language and domain specific vocabulary to manage the complexity of the topic.

THEME World Literature

10.2d.

10.3a.

SUBJECT	Writing
	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.

OBJECTIVE HS- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) WL.W.90 of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

OBJECTIVE	HS- WL.W.90 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- WL.W.90 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	HS- WL.W.90 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- WL.W.9 10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9I 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- WL.W.91 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.W.91 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.
STANDARD	HS- WL.W.91 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.
STANDARD	HS- WL.W.9I 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.

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Mississippi College & Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

THEME	English I
SUBJECT	Reading Literature
STANDARD	Key Ideas and Details

OBJECTIVE EI.RL.9.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

OBJECTIVE	EI.RL.9.2.	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s) provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RL.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
THEME		English I
SUBJECT		Reading Literature
STANDARD		Craft and Structure
OBJECTIVE	EI.RL.9.4.	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).
OBJECTIVE	EI.RL.9.5.	Analyze how an author's choice 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.
ТНЕМЕ		English I
SUBJECT		Reading Literature
STANDARD		Range of Reading and Level of Text Complexity
OBJECTIVE	EI.RL.9.1 0.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI.W.9.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and informatio clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	EI.W.9.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
THEME		English I
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI.W.9.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	El.W.9.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	El.W.9.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE	EI.W.9.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	El.W.9.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
THEME		English I
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EI.W.9.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
OBJECTIVE	EI.W.9.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE	EI.W.9.6.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EI.W.9.8.	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.
THEME		English I
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EI.W.9.10.	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.
THEME		English I
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	El.L.9.1b.	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.
THEME		English I
SUBJECT		Language

STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and
		spelling when writing.
OBJECTIVE	El.L.9.2c.	Spell correctly.
ГНЕМЕ		English I
SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EI.L.9.3.	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.
OBJECTIVE	El.L.9.3a.	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.
ГНЕМЕ		English I
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	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.
OBJECTIVE	El.L.9.4a.	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.
OBJECTIVE	El.L.9.4d.	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).
ТНЕМЕ		English I
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	El.L.9.6.	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.
ГНЕМЕ		Creative Writing
SUBJECT		Writing
STANDARD	HS- CW.W.11 112.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- CW.W.110 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS-	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop

 $\hbox{CW.W.11} \ \ \, \hbox{experiences, events, and/or characters.}$

12.3b.

OBJECTIVE	HS- CW.W.110 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- CW.W.110 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- CW.W.11II 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.110 12.4.	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.)
STANDARD	HS- CW.W.110 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11II 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11	Spell correctly.

THEME Creative Writing

12.4a.

12.2b.

SUBJECT	Language
STANDARD	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE HS- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)

CW.L.1111 as a clue to the meaning of a word or phrase.

OBJECTIVE	HS- CW.L.11II 12.4d.	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).
THEME		Creative Writing
SUBJECT		Language
STANDARD	HS- CW.L.11II 12.6.	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.
THEME		Debate
SUBJECT		Writing
STANDARD	HS- DE.W.11 12.2.	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.
OBJECTIVE	HS- DE.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
THEME		Debate
SUBJECT		Writing
STANDARD	HS- DE.W.11II 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradell specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- DE.W.11II 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- DE.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.11II 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.110 12.2b.	Spell correctly.
THEME		Debate

SUBJECT

Language

STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.110 12.4a.	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.
OBJECTIVE	HS- DE.L.11II 12.4d.	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).
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	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.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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. (RL.9010.2)
STANDARD	HS- FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11\(\text{11}\)12.2)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS-FJ.3.l.	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. (W.9010.8)
THEME		Mississippi Writers
SUBJECT		Reading Literature
STANDARD	HS- MW.RL.11 012.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- MW.RL.11 I12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- MW.RL.11 012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

STANDARD	HS- MW.RL.11 I12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
STANDARD	HS- MW.RL.11 012.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS- MW.RL.11 I12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- MW.RL.11 012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD		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.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- MW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- MW.W.11I 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- MW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- MW.W.11I 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- MW.W.111 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11I 12.4.	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.)
STANDARD	HS- MW.W.11I 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.11I 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	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.
OBJECTIVE	HS- OC.W.11II 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- OC.W.11II 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- OC.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- OC.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- OC.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- OC.W.11I 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	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.)
STANDARD	HS- OC.W.11II 12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- OC.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME Survey of African American Writing

SUBJECT		Reading Literature
STANDARD	HS- AAW.RL.1 1112.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- AAW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- AAW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- AAW.RL.1 1012.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS- AAW.RL.1 1112.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS- AAW.RL.1 1012.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- AAW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of African American Writing

SUBJECT

STANDARD		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.
OBJECTIVE	HS- AAW.W.11 П12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- AAW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- AAW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- AAW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- AAW.W.11 I12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- AAW.W.11 I12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1112.4.	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.)
STANDARD	HS- AAW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Literature
STANDARD	HS- TCW.RL.1 1012.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- TCW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- TCW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- TCW.RL.1 1012.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS- TCW.RL.1 1012.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS- TCW.RL.1 1112.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- TCW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	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.
OBJECTIVE	HS- TCW.W.11 012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1112.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- TCW.W.11 I12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- TCW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE	HS- TCW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- TCW.W.11 012.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- TCW.W.11 012.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1112.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11112.2.	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.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1112.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11	Spell correctly.

THEME Technical and Workplace Writing

12.2b.

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 []12.4a.	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.
OBJECTIVE	HS- TWW.L.11 I12.4d.	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).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	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.

THEME World Literature

SUBJECT		Reading Literature
STANDARD	HS- WL.RL.90 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.
STANDARD	HS- WL.RL.90 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.
STANDARD	HS- WL.RL.90 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.

STANDARD	HS- WL.RL.91 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).
STANDARD	HS- WL.RL.90 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD	HS- WL.RL.91 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9010 text complexity band proficiently, with scaffolding as needed at the high end of the range.

THEME

World Literature

SUBJECT		Writing
STANDARD		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.
OBJECTIVE	HS- WL.W.9I 10.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.

THEME

World Literature

SUBJECT		Writing
STANDARD	HS- WL.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.
OBJECTIVE	HS- WL.W.91 10.3a.	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.
OBJECTIVE	HS- WL.W.9I 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- WL.W.90 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	HS- WL.W.90 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- WL.W.9I 10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME

World Literature

SUBJECT Writin

STANDARD	HS- WL.W.90 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.)
STANDARD	HS- WL.W.90 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS- WL.W.90 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.
STANDARD	HS- WL.W.90 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.
STANDARD	HS- WL.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.