Main Criteria: Structure and Style for Students
Secondary Criteria: Nevada Academic Content Standards

Subject: Language Arts
Grade: 9

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

Nevada Academic Content Standards Language Arts

Grade 9 - Adopted: 2010

CONT	ENT
STAN	DARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.	Assess how point of view or purpose shapes the content and style of a text.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND /		Range of reading and Level of text Complexity
INDICATOR		realige of reading and zeror of text complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9 -10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE LEVEL EXPECTATION 10.2.d.

WHST.9- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

EXPECTATION 10.2.f.

GRADE LEVEL WHST.9- 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).

CONTENT **STANDARD**

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 [WHST]

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
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STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD		Writing Standards
		Writing Standards Text Types and Purposes
STANDARD STRAND /	W.9- 10.3.	·
STANDARD STRAND / INDICATOR / GRADE LEVEL		Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-
STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL	10.3. W.9-	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 STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	W.9- 10.3.a. W.9-	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
STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	W.9- 10.3.a. W.9- 10.3.b.	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.
STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.3.a. W.9- 10.3.b. W.9- 10.3.c.	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,
STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	W.9- 10.3.a. W.9- 10.3.b. W.9- 10.3.c. W.9- 10.3.d.	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

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

CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE LEVEL EXPECTATION	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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		Nevada Academic Content Standards Language Arts Grade 9 - Adopted: 2010
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STANDARD

INDICATOR /

GRADE LEVEL EXPECTATION

CCRA.R. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND /		Vocabulary acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9 -10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
	W.9- 10.3.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR / GRADE LEVEL		Write narratives to develop real or imagined experiences or events using effective technique, well-
INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL	10.3 .	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)
INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	W.9- 10.3.a. W.9-	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop
INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	W.9- 10.3.a. W.9- 10.3.b.	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.
INDICATOR INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.3.a. W.9- 10.3.b. W.9- 10.3.c.	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,
INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	W.9- 10.3.a. W.9- 10.3.b. W.9- 10.3.c. W.9- 10.3.d.	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

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

GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE LEVEL EXPECTATION	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Timed Essay Week 24 Page 263-263
		Nevada Academic Content Standards
		Language Arts
		Grade 9 - Adopted: 2010
CONTENT		College and Career Readiness Anchor Standards for Reading

CONTENT College and Career Readiness Anchor Standards for Reading STANDARD

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Craft and Structure Craft and Structure Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD		Reading Standards for Literature
		Reading Standards for Literature Craft and Structure
STANDARD STRAND /	RL.9- 10.4.	
STANDARD STRAND / INDICATOR / GRADE LEVEL		Craft and Structure 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
STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT		Craft and Structure 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 STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND /		Craft and Structure 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). Reading Standards for Literature
STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL	10.4. RL.9-	Craft and Structure 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). Reading Standards for Literature 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
STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT	10.4. RL.9-	Craft and Structure 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). Reading Standards for Literature 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.

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

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

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

Nevada Academic Content Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT	
STANDARD	

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

CTDAND /		Integration of Knowledge and Ideas
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION		
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
CONTENT		College and Career Readiness Anchor Standards for Writing Range of Writing

CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STRAND /		Comprehension and Collaboration
INDICATOR		
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL		
GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL	1. CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT	1. CCRA.L.	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.
GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD	1. CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. College and Career Readiness Anchor Standards for Language Vocabulary acquisition and Use

CONTENT STANDARD Reading Standards for Literacy in History/Social Studies 6–12 [RH]

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Craft and Structure Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9 -10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT ST ANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
GRADE LEVEL	SL.9-	Come to discussions prepared, having read and researched material under study; explicitly draw on that
EVDECTATION	101 -	proporation by referring to evidence from toyte and other received on the tenie or icque to etimulate a thoughtful

preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,

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.

GRADE LEVEL

EXPECTATION 10.1.a.

EXPECTATION 10.1.c.

SL.9-

well-reasoned exchange of ideas.

GRADE LEVEL EXPECTATION	SL.9- 10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-26
		Nevada Academic Content Standards Language Arts Grade 9 - Adopted: 2010
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Key Ideas and Details
INDICATOR /	0004-	

CCRA.R. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual

CCRA.R. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

evidence when writing or speaking to support conclusions drawn from the text.

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GRADE LEVEL 2.

and ideas.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
		College and Career Readiness Anchor Standards for Reading Range of reading and Level of text Complexity
STANDARD STRAND /	CCRA.R. 10.	
STANDARD STRAND / INDICATOR / GRADE LEVEL		Range of reading and Level of text Complexity
STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT		Range of reading and Level of text Complexity Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND /	10.	Read and comprehend complex literary and informational texts independently and proficiently. College and Career Readiness Anchor Standards for Writing
STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL	10.	Range of reading and Level of text Complexity Read and comprehend complex literary and informational texts independently and proficiently. College and Career Readiness Anchor Standards for Writing Text Types and Purposes* Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT	10.	Read and comprehend complex literary and informational texts independently and proficiently. College and Career Readiness Anchor Standards for Writing Text Types and Purposes* Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Craft and Structure Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Text Types and Purposes

INDICATOR / GRADE LEVEL EXPECTATION	WHST.9 -10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, o other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT ST ANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38
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Nevada Academic Content Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT	College and Career Readiness Anchor Standards for Reading
STANDARD	

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT		College and Career Readiness Anchor Standards for Reading

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STRAND / INDICATOR	Craft and Structure	

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.	Assess how point of view or purpose shapes the content and style of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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GRADE LEVEL 1. EXPECTATION

College and Career Readiness Anchor Standards for Writing

STANDARD		
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR /	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT ST ANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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

INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT ST ANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD		Language Standards
		Conventions of Standard English
STRAND / INDICATOR		
	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46
		Nevada Academic Content Standards
		Language Arts Grade 9 - Adopted: 2010
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR /	CCDA D	Analyze the structure of tayts including how specific sentences, paragraphs, and larger portions of the tayt (e.g., a

CCRA.R. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a

section, chapter, scene, or stanza) relate to each other and the whole.

INDICATOR /

EXPECTATION

GRADE LEVEL 5.

CONTENT STANDARD STRAND / INDICATOR / INDICATOR / GRADE LEVEL EXPECTATION CORTENT STANDARD STRAND / Integration of Knowledge and Ideas INDICATOR / CCRA.R. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* CONTENT STANDARD COILege and Career Readiness Anchor Standards for Reading STRAND / INDICATOR / GRADE LEVEL EXPECTATION CORTENT STANDARD CORTENT CORRAD LEVEL EXPECTATION CONTENT STANDARD COILege and Career Readiness Anchor Standards for Writing STRAND / INDICATOR / CORRAD Text Types and Purposes* INDICATOR / CCRA.W. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR / INDICATOR / INDICATOR / CCRA.R. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* CONTENT STANDARD COllege and Career Readiness Anchor Standards for Reading STRAND / INDICATOR / INDICATOR / GRADE LEVEL 10. CORTENT STANDARD CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently. CONTENT STANDARD College and Career Readiness Anchor Standards for Writing CONTENT STANDARD Text Types and Purposes* INDICATOR / CCRA.W. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,
GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD CORAR. Read and comprehend complex literary and informational texts independently and proficiently. CORAR. Read and comprehend complex literary and informational texts independently and proficiently. CONTENT STANDARD COILege and Career Readiness Anchor Standards for Writing STRAND / INDICATOR / CCRA.W. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,
STRAND / INDICATOR Range of reading and Level of text Complexity INDICATOR CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently. CONTENT STANDARD COllege and Career Readiness Anchor Standards for Writing STRAND / INDICATOR CCRA.W. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,
INDICATOR / INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD College and Career Readiness Anchor Standards for Writing Text Types and Purposes* INDICATOR / CCRA.W. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,
GRADE LEVEL EXPECTATION CONTENT STANDARD College and Career Readiness Anchor Standards for Writing STRAND / INDICATOR Text Types and Purposes* INDICATOR / CCRA.W. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,
STRAND / Text Types and Purposes* INDICATOR / CCRA.W. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,
INDICATOR / CCRA.W. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,
EXPECTATION
CONTENT College and Career Readiness Anchor Standards for Writing STANDARD
STRAND / Production and Distribution of Writing INDICATOR
INDICATOR / CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EXPECTATION
INDICATOR / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. GRADE LEVEL 5. EXPECTATION
INDICATOR / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. GRADE LEVEL 6. EXPECTATION
CONTENT College and Career Readiness Anchor Standards for Writing STANDARD
STRAND / Research to Build and Present Knowledge INDICATOR

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
EXPECTATION		

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STANDARD

College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT		Reading Standards for Literature

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

INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL	L.9-	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)

EXPECTATION 10.4.a. as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54
		Nevada Academic Content Standards
		Language Arts Grade 9 - Adopted: 2010
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.
CONTENT		College and Career Readiness Anchor Standards for Reading

STANDARD

STRAND / INDICATOR

Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.	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.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT		Reading Standards for Literature
STANDARD		
STANDARD STRAND / INDICATOR		Key Ideas and Details
STRAND /	RL.9- 10.1.	
STRAND / INDICATOR / GRADE LEVEL		Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences
STRAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL	10.1. RL.9-	Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text,
STRAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION	10.1. RL.9- 10.2.	Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a
STRAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT	10.1. RL.9- 10.2.	Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD	10.1. RL.9- 10.2.	Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. 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. Reading Standards for Literature

CONTENT STANDARD

Reading Standards for Literature

STANDARD		
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	W.9- 10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.9- 10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
GRADE LEVEL EXPECTATION	W.9- 10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.9- 10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD		Writing Standards
		Range of Writing

INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use

INDICATOR /	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing
GRADE LEVEL EXPECTATION		speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 55-68
		Nevada Academic Content Standards
		Language Arts Grade 9 - Adopted: 2010
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Key Ideas and Details
INDICATOR /		Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual
GRADE LEVEL EXPECTATION	1.	evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR /		Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
GRADE LEVEL EXPECTATION	2.	and ideas.
INDICATOR /		Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GRADE LEVEL EXPECTATION	3.	
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND /		Craft and Structure
NDICATOR		
NDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NDICATOR /	CCRA R	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a
GRADE LEVEL EXPECTATION	5.	section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT TANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / NDICATOR		Integration of Knowledge and Ideas
		Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as we

College and Career Readiness Anchor Standards for Reading

Range of reading and Level of text Complexity

GRADE LEVEL 7. as in words.*

EXPECTATION

CONTENT

STANDARD

STRAND / INDICATOR

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Craft and Structure Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CONTENT

STANDARD

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9 -10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Reading Standards for Informational Text

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
	SL.9- 10.1.	Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / INDICATOR / GRADE LEVEL		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
INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL	10.1. SL.9-	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. 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,
INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	SL.9- 10.1.a.	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. 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. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or
INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	SL.9- 10.1.a. SL.9- 10.1.c.	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. 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. 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. 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
INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT	SL.9- 10.1.a. SL.9- 10.1.c.	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. 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. 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. 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.
INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT STANDARD	SL.9- 10.1.a. SL.9- 10.1.c.	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. 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. 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. 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. Language Standards

GRADE LEVEL EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78
		Nevada Academic Content Standards Language Arts Grade 9 - Adopted: 2010
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
		College and Career Readiness Anchor Standards for Reading Range of reading and Level of text Complexity
STANDARD STRAND /	CCRA.R. 10.	
STANDARD STRAND / INDICATOR / GRADE LEVEL		Range of reading and Level of text Complexity
STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT		Range of reading and Level of text Complexity Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND /	10.	Read and comprehend complex literary and informational texts independently and proficiently. College and Career Readiness Anchor Standards for Writing
STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL	10.	Range of reading and Level of text Complexity Read and comprehend complex literary and informational texts independently and proficiently. College and Career Readiness Anchor Standards for Writing Text Types and Purposes* Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT	10.	Read and comprehend complex literary and informational texts independently and proficiently. College and Career Readiness Anchor Standards for Writing Text Types and Purposes* Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language

STRAND /		Vocabulary acquisition and Use
INDICATOR		
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Craft and Structure Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9 -10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT ST ANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD		Writing Standards
STRAND /		Research to Build and Present Knowledge

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

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STRAND / MOICATOR / Comprehension and Collaboration	GRADE LEVEL	
INDICATOR INDICATOR GRADE LEVEL EXPECTATION SL.9- GRADE LEVEL EXPECTATION SL.9- EXPECTATION STANDARD STRAND INDICATOR GRADE LEVEL EXPECTATION STRAND INDICATOR STRAND INDICATOR STRAND INDICATOR GRADE LEVEL EXPECTATION STRAND INDICATOR STRAND		Speaking and Listening Standards
CONTENT STANDARD Conventions of Standard English		Comprehension and Collaboration
EXPECTATION 10.1.a. preparation by referring to evidence from texts and other research on the topic of issue to stimulate a thoughtful, well-reasoned exchange of ideas. GRADE LEVEL SL9- EXPECTATION 10.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader theme larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusion. GRADE LEVEL SL9- EXPECTATION 10.1.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION 10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. GRADE LEVEL L9- EXPECTATION 10.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CONTENT Language Standards STRAND / INDICATOR / GRADE LEVEL EXPECTATION 10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. STRAND / INDICATOR / GRADE LEVEL EXPECTATION 10.2. Spell correctly. Spell correctly.	GRADE LEVEL	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION 10.1c. larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusion. GRADE LEVEL SL9- 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. CONTENT STANDARD Language Standards Conventions of Standard English Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. GRADE LEVEL EXPECTATION GRADE LEVEL L9- 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. CONTENT STAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL L9- Use monstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Conventions of Standard English Conventions of Standard English Language Standards STRAND / INDICATOR / GRADE LEVEL L9- Spell correctly. Spell correctly. Spell correctly.		preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,
EXPECTATION 10.1.d. warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. CONTENT STANDARD Language Standards STRAND / INDICATOR Conventions of Standard English INDICATOR / GRADE LEVEL EXPECTATION 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. CONTENT STANDARD STRAND / INDICATOR Conventions of Standard English STRAND / INDICATOR Conventions of Standard English Capitalization, punctuation, and spelling when writing. STRAND / INDICATOR L.9- Spell correctly. Spell correctly. Spell correctly. CONTENT Language Standards		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.
STRAND / INDICATOR NDICATOR Conventions of Standard English		warranted, qualify or justify their own views and understanding and make new connections in light of the evidence
INDICATOR CRADE LEVEL EXPECTATION L.9- GRADE LEVEL EXPECTATION L.9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CONTENT STAND / INDICATOR Conventions of Standard English		Language Standards
GRADE LEVEL EXPECTATION GRADE LEVEL L.9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CONTENT STAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT Spelling when writing. Speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. Conventions of Standard English Conventions of Standard English Conventions of standard English capitalization, punctuation, and spelling when writing. GRADE LEVEL L.9- Spell correctly. CONTENT Language Standards		Conventions of Standard English
EXPECTATION 10.1.b. (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CONTENT STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT Language Standards Spell correctly. CONTENT Language Standards	GRADE LEVEL	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / INDICATOR Conventions of Standard English INDICATOR L.9- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. GRADE LEVEL L.9- Spell correctly. EXPECTATION 10.2.c. Spell correctly. CONTENT Language Standards		(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
INDICATOR INDICATOR L.9- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. GRADE LEVEL EXPECTATION L.9- Spell correctly. EXPECTATION 10.2.c. Language Standards		Language Standards
GRADE LEVEL L.9- Spelling when writing. GRADE LEVEL L.9- Spell correctly. EXPECTATION 10.2.c. CONTENT Language Standards		Conventions of Standard English
EXPECTATION 10.2.c. CONTENT Language Standards	GRADE LEVEL	
		Spell correctly.
		Language Standards
STRAND / Vocabulary Acquisition and Use INDICATOR		Vocabulary Acquisition and Use
INDICATOR / CRADE LEVEL EXPECTATION L.9- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	GRADE LEVEL	

GRADE LEVEL EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 5: WRITING FROM PICTURES Week 8 Page 79-88
		Nevada Academic Content Standards Language Arts Grade 9 - Adopted: 2010
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

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College and Career Readiness Anchor Standards for Reading

STANDARD		
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STRAND /		Conventions of Standard English
INDICATOR		
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9 -10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerge and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

STRAND / INDICATOR		Text Types and Purposes
INDICATOR I GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

EXPECTATION

CONTENT STANDARD		Laı

Language Standards

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

CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL L.9-EXPECTATION 10.2.c. Spell correctly.

CONTENT STANDARD

Language Standards

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

CONTENT STANDARD

Language Standards

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

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CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR	Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT ST ANDARD		Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT ST ANDARD		Reading Standards for Literature
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GRADE LEVEL EXPECTATION	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.9- 10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
GRADE LEVEL EXPECTATION	W.9- 10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112

Nevada Academic Content Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT	College and Career Readiness Anchor Standards for Reading
STANDARD	

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT College and Career Readiness Anchor Standards for Reading STANDARD

STRAND / INDICATOR	Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	CCRA.R. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	CCRA.R. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading			
STRAND / INDICATOR		Integration of Knowledge and Ideas			
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*			
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading			
STRAND / INDICATOR		Range of reading and Level of text Complexity			
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.			
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing			
STRAND / INDICATOR		Text Types and Purposes*			
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing			
STRAND / INDICATOR		Production and Distribution of Writing			
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			

CONTENT
STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge			
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	CCRA.W. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing			
STRAND / INDICATOR		Range of Writing			
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Speaking and Listening			
STRAND / INDICATOR		Comprehension and Collaboration			
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Language			
		College and Career Readiness Anchor Standards for Language Conventions of Standard English			
STANDARD STRAND /	CCRA.L.				
STANDARD STRAND / INDICATOR / GRADE LEVEL	2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL	2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices			
STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT	2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND /	2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. College and Career Readiness Anchor Standards for Language			

CONTENT STANDARD

Reading Standards for Literacy in History/Social Studies 6–12 [RH]

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CONTENT ST ANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Craft and Structure Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
CONTENT ST ANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9 -10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CONTENT STANDARD

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 [WHST]

STRAND / INDICATOR		Production and Distribution of Writing				
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.				
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]				
STRAND / INDICATOR		Research to Build and Present Knowledge				
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.				
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]				
STRAND / INDICATOR		Range of Writing				
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
CONTENT STANDARD		Reading Standards for Informational Text				
STRAND / INDICATOR		Key Ideas and Details				
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.				
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.				

Reading Standards for Informational Text

STRAND / INDICATOR		Craft and Structure			
INDICATOR / GRADE LEVEL EXPECTATION	RI.9- 10.4.	etermine the meaning of words and phrases as they are used in a text, including figurative, connotative, and chnical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the nguage of a court opinion differs from that of a newspaper).			
CONTENT STANDARD		Writing Standards			
STRAND / INDICATOR		Text Types and Purposes			
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			
GRADE LEVEL EXPECTATION	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			
GRADE LEVEL EXPECTATION	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.			
CONTENT STANDARD		Writing Standards			
STRAND / INDICATOR		Production and Distribution of Writing			
	W.9- 10.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
INDICATOR / GRADE LEVEL		Produce clear and coherent writing in which the development, organization, and style are appropriate to task,			
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL	10.4. W.9-	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.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing			
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL	W.9- 10.5. W.9- 10.6.	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.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking			
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT	W.9- 10.5. W.9- 10.6.	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.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 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.			
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD	W.9- 10.5. W.9- 10.6.	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.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 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. Writing Standards			

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Writing Standards

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

CONTENT STANDARD

Language Standards

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

CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL L.9-EXPECTATION 10.2.c.

Spell correctly.

CONTENT STANDARD

Language Standards

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

CONTENT **STANDARD**

Language Standards

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

Nevada Academic Content Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.

EXPECTATION

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College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Craft and Structure Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9 -10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE LEVEL EXPECTATION	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECT ATION	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE LEVEL EXPECTATION	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Craft and Structure Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
	RH.9-	Compare the point of view of two or more authors for how they treat the same or similar topics, including which deta

Reading Standards for Literacy in History/Social Studies 6–12 [RH]

STANDARD		
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9 -10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

comprehension.

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

GRADE LEVEL EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly.
CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE LEVEL EXPECTATION	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Language Standards

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

UNIT 7: INVENTIVE WRITING Week 13 Page 133-138

Nevada Academic Content Standards

Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
		College and Career Readiness Anchor Standards for Writing Range of Writing
STANDARD STRAND /	CCRA.W. 10.	
STANDARD STRAND / INDICATOR / GRADE LEVEL		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT		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 STRAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND /		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. College and Career Readiness Anchor Standards for Language Conventions of Standard English

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9 -10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		Writing Standards

STRAND /		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

GRADE LEVEL 10.10.

EXPECTATION

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Language Standards

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

CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL	L.9-	Spell correctly.

CONTENT STANDARD

EXPECTATION 10.2.c.

Language Standards

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

CONTENT STANDARD

Language Standards

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

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Nevada Academic Content Standards Language Arts Grade 9 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION

10.2.a.

comprehension.

College and Career Readiness Anchor Standards for Writing

STANDARD		
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9 -10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
GRADE LEVEL	WHST.9-	Introduce a topic and organize 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

GRADE LEVEL EXPECTATION	WHST.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

GRADE LEVEL EXPECTATION	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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Language Standards

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

GRADE LEVEL L.9-EXPECTATION 10.2.c.

CONTENT STANDARD

Language Standards

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

CONTENT STANDARD

Language Standards

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

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Nevada Academic Content Standards Language Arts Grade 9 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]

STRAND / INDICATOR		Craft and Structure Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD		Reading Standards for Literature
		Reading Standards for Literature Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT ST ANDARD		Reading Standards for Literature
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.9.	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
CONTENT ST ANDARD		Reading Standards for Literature
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	W.9- 10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION GRADE LEVEL	10.3.a. W.9-	of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop
GRADE LEVEL EXPECTATION GRADE LEVEL	10.3.a. W.9- 10.3.b.	of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	10.3.a. W.9- 10.3.b. W.9- 10.3.c.	of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	10.3.a. W.9- 10.3.b. W.9- 10.3.c. W.9- 10.3.d.	Of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT	10.3.a. W.9- 10.3.b. W.9- 10.3.c. W.9- 10.3.d.	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.

INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR I GRADE LEVEL EXPECTATION	W.9- 10.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.9- 10.9.a.	Apply grades 9-10 reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR I GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL	L.9-	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

EXPECTATION 10.4.d. context or in a dictionary).

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Language Standards

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

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Nevada Academic Content Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT ST ANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Craft and Structure Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9 -10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
INDICATOR / GRADE LEVEL	WHST.9- 10.9.	Draw evidence from informational texts to support analysis, reflection, and research.

EXPECTATION

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT		Writing Standards

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

GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE LEVEL EXPECTATION	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 17 Page 183-194
		Nevada Academic Content Standards
		Language Arts

Grade 9 - Adopted: 2010

CONTENT	College and Career Readiness Anchor Standards for Reading
STANDARD	

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND /		Vocabulary acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Craft and Structure Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Text Types and Purposes
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GRADE LEVEL EXPECTATION	WHST.9- 10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	WHST.9- 10.1.b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
GRADE LEVEL EXPECTATION	WHST.9- 10.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
GRADE LEVEL EXPECTATION	WHST.9- 10.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9 -10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
GRADE LEVEL	WHST.9-	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions;

WHST.9- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the GRADE LEVEL EXPECTATION 10.2.e.

10.2.a.

comprehension.

discipline in which they are writing.

EXPECTATION

CONTENT **STANDARD**

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 [WHST]

include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

Production and Distribution of Writing STRAND / **INDICATOR** WHST.9- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, INDICATOR / **GRADE LEVEL** 10.4. purpose, and audience. **EXPECTATION** INDICATOR / WHST.9- 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. **GRADE LEVEL** 10.6. **EXPECTATION**

CONTENT **STANDARD**

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 [WHST]

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

INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT ST ANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT ST ANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT ST ANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT ST ANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.7.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CONTENT ST ANDARD		Writing Standards
		Writing Standards Text Types and Purposes

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

subject, demonstrating understanding of the subject under investigation.

INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE LEVEL EXPECTATION	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 195-206
		Nevada Academic Content Standards Language Arts Grade 9 - Adopted: 2010
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT		College and Career Readiness Anchor Standards for Writing
STANDARD		
STANDARD STRAND / INDICATOR		Research to Build and Present Knowledge
STRAND /	CCRA.W.	Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
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INDICATOR / RH.9- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how

GRADE LEVEL 10.2. key events or ideas develop over the course of the text.

CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Craft and Structure Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9 -10.1.	Write arguments focused on discipline-specific content.
GRADE LEVEL EXPECTATION	WHST.9- 10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	WHST.9- 10.1.b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
GRADE LEVEL EXPECTATION	WHST.9- 10.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
		Provide a concluding statement or section that follows from or supports the argument presented.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

GRADE LEVEL EXPECTATION	WHST.9- 10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND /		Production and Distribution of Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 [WHST]

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.9.	Draw evidence from informational texts to support analysis, reflection, and research.

CONTENT **STANDARD**

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 [WHST]

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Reading Standards for Informational Text

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR /	W.9-	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE LEVEL EXPECT ATION	10.1.	
	W.9- 10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL	W.9-	
GRADE LEVEL EXPECTATION GRADE LEVEL	W.9- 10.1.a.	establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	W.9- 10.1.a. W.9- 10.1.b.	establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	W.9- 10.1.a. W.9- 10.1.b. W.9- 10.1.d.	establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
GRADE LEVEL EXPECTATION CONTENT	W.9- 10.1.a. W.9- 10.1.b. W.9- 10.1.d.	establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.

GRADE LEVEL EXPECTATION	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9- 10.2.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
GRADE LEVEL EXPECTATION	W.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD		Writing Standards

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

Writing Standards

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

CONTENT STANDARD

Writing Standards

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

CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.b.	Use a colon to introduce a list or quotation.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly.
CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE LEVEL EXPECTATION	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use

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L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,

speaking, and listening at the college and career readiness level; demonstrate independence in gathering

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Nevada Academic Content Standards

Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD

INDICATOR /

GRADE LEVEL

EXPECTATION

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
		College and Career Readiness Anchor Standards for Reading Integration of Knowledge and Ideas
STANDARD STRAND /	CCRA.R.	
STANDARD STRAND / INDICATOR / GRADE LEVEL	7.	Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well
STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL	7.	Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the
STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND /	7. CCRA.R. 9.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. College and Career Readiness Anchor Standards for Reading
STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL	7. CCRA.R. 9.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. College and Career Readiness Anchor Standards for Reading Range of reading and Level of text Complexity

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Craft and Structure Craft and Structure Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHS]
STRAND /		Text Types and Purposes
INDICATOR		

GRADE LEVEL EXPECTATION	WHST.9- 10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.

CONTENT STANDARD

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 [WHST]

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.9.	Draw evidence from informational texts to support analysis, reflection, and research.

CONTENT STANDARD

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 [WHST]

STRAND / INDICATOR	Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR I GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing

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

GRADE LEVEL EXPECTATION	L.9- 10.2.b.	Use a colon to introduce a list or quotation.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE LEVEL EXPECTATION	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, write speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236
		Nevada Academic Content Standards Language Arts Grade 9 - Adopted: 2010
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

CONTENT	College and	Career	Readiness	Anchor	Standards for	Reading
STANDARD						

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.	Assess how point of view or purpose shapes the content and style of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
		College and Career Readiness Anchor Standards for Reading Integration of Knowledge and Ideas
STANDARD STRAND /	CCRA.R.	
ST ANDARD ST RAND / INDICATOR / GRADE LEVEL		Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well
ST ANDARD ST RAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT		Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND /	7.	Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* College and Career Readiness Anchor Standards for Reading
STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL	7.	Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* College and Career Readiness Anchor Standards for Reading Range of reading and Level of text Complexity
STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* College and Career Readiness Anchor Standards for Reading Range of reading and Level of text Complexity Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT College and Career Readiness Anchor Standards for Writing STANDARD

STRAND /		Production and Distribution of Writing
INDICATOR		
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9 -10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR I GRADE LEVEL EXPECTATION	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	W.9- 10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

GRADE LEVEL EXPECTATION	W.9- 10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
GRADE LEVEL EXPECTATION	W.9- 10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.9- 10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD	Language Standards

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

CONTENT STANDARD

Language Standards

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

CONTENT STANDARD

Language Standards

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

CONTENT STANDARD

Language Standards

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

UNIT 9: FORMAL CRITIQUE Week 21 Page 237-240

Nevada Academic Content Standards

Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND /	Key Ideas and Details
INDICATOR	

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT		Callege and Career Boodings Anghar Standards for Writing

College and Career Readiness Anchor Standards for Writing

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

CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR	Vocabulary acquisition and Use	

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9 -10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedure experiments, or technical processes.
GRADE LEVEL EXPECTATION	WHST.9- 10.2.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		Reading Standards for Literature

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

EXPECTATION 10.3.a.

GRADE LEVEL EXPECTATION	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.9- 10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
GRADE LEVEL EXPECTATION	W.9- 10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.9- 10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE LEVEL EXPECTATION	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

INDICATOR /

GRADE LEVEL EXPECTATION