#### Main Criteria: Structure and Style for Students Secondary Criteria: Rhode Island World-Class Standards Subject: Language Arts

Grade: 9

# Structure and Style for Students

### RESPONSE TO LITERATURE Week 22 Page 241-248

## Rhode Island World-Class Standards

Language Arts

Grade 9 - Adopted: 2021

DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes

GSE STEM	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.
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
SPECIFIC INDICATOR	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 a text.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
	4	Craft and Structure Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
GSE STEM	4	Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its
GSE STEM SPECIFIC INDICATOR SPECIFIC		Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and
GSE ST EM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC	5	Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.) 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. Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or
GSE ST EM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	5	Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.) 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. Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.
GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	5	Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.) 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. Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature. Grade 9-10 Reading Standards
GSE ST EM         SPECIFIC         INDICATOR         SPECIFIC         INDICATOR         SPECIFIC         INDICATOR         DOMAIN         ST AT EMENT OF ENDURING KNOWLEDGE	5	Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.) 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. Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature. Grade 9-10 Reading Standards Grade 9-10 Reading Standards for Literature [RL]
GSE ST EMSPECIFIC INDICATORSPECIFIC INDICATORSPECIFIC INDICATORDOMAINST AT EMENT OF ENDURING KNOWLEDGEGSE ST EMSPECIFIC	5	Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.) 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. Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature. Grade 9-10 Reading Standards Grade 9-10 Reading Standards for Literature [RL] Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and

GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
SPECIFIC INDICATOR	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 an appropriate progression of experiences or events.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 9-10 Writing Standards [W]
DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Writing Standards [W] Range of Writing
ST AT EMENT OF ENDURING	10	
STATEMENT OF ENDURING KNOWLEDGE	10	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM	10	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.
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN ST AT EMENT OF ENDURING	10	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.         Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE		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.         Grade 9-10 Language Standards [L]         Conventions of Standard English         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9-10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC		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.         Grade 9-10 Language Standards [L]         Conventions of Standard English         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9-10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICAT OR	1	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.         Grade 9-10 Language Standards [L]         Conventions of Standard English         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9-10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)         Sentence Structure, Variety, and Meaning         Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	3.b.	Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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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		Rhode Island World-Class Standards Language Arts Grade 9 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Key Ideas and Details

GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
ST AT EMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

GSE STEM 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.

DOMAIN Grade 9-10 Reading Standards

ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
SPECIFIC INDICATOR	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 a text.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	6	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
SPECIFIC INDICATOR	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 an appropriate progression of experiences or events.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
DOMAIN		Grade 9-10 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
INDICATOR	1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English

GSE STEM		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

### DOMAIN Grade 9-10 Language Standards [L]

ST AT EMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	3.b.	Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).

DOMAIN

Grade 9-10 Language Standards [L]

ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]

ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	8	When conducting research, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.

#### Rhode Island World-Class Standards

Language Arts

Grade 9 - Adopted: 2021

DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing

ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
ST AT EMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
SPECIFIC INDICATOR	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 a text.
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
SPECIFIC INDICATOR	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 a text.
SPECIFIC INDICATOR	3	Analyze how an 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 presence or absence of connections between them.
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	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.

SPECIFIC INDICATOR	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 a text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
SPECIFIC INDICATOR	5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
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STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
OF ENDURING		
OF ENDURING KNOWLEDGE	1	Subjects [RCA-ST]
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	1	Subjects [RCA-ST]         Key Ideas and Details         Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of
OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR SPECIFIC		Subjects [RCA-ST]         Key Ideas and Details         Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.         Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process,
OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR SPECIFIC INDICATOR		Subjects [RCA-ST]         Key Ideas and Details         Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.         Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING		Subjects [RCA-ST]         Key Ideas and Details         Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.         Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.         Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards         Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical
OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE		Subjects [RCA-ST]         Key Ideas and Details         Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.         Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.         Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards         Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
OF ENDURING KNOWLEDGEGSE ST EMSPECIFIC INDICATORSPECIFIC INDICATORDOMAINSTATEMENT OF ENDURING KNOWLEDGEGSE ST EMSPECIFIC	2	Subjects [RCA-ST]         Key Ideas and Details         Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.         Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.         Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards         Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]         Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10
OF ENDURING KNOWLEDGEGSE ST EMSPECIFIC INDICATORSPECIFIC INDICATORDOMAINST AT EMENT OF ENDURING KNOWLEDGEGSE ST EMSPECIFIC INDICATOR	2	Subjects [RCA-ST]         Key Ideas and Details         Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.         Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.         Standards for Literacy in the Content Areas - Grades 9–10 Reading Standards         Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]         Craft and Structure         Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
		UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16
		Rhode Island World-Class Standards Language Arts Grade 9 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Craft and Structure

GSE STEM 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.

GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM		Dreduce clear and acherent writing in which the development experimetion and style are appropriate to tack
	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	4	
GSE STEM		purpose, and audience.
		purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN ST AT EMENT OF ENDURING		purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <b>College and Career Readiness Anchor Standards for Writing</b>
DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE	5	purpose, and audience.         Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.         College and Career Readiness Anchor Standards for Writing         Research to Build and Present Knowledge         When conducting research, gather relevant information from multiple print and digital sources, assess the credibility
DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM	5 8	purpose, and audience.         Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.         College and Career Readiness Anchor Standards for Writing         Research to Build and Present Knowledge         When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM	5 8	purpose, and audience.         Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.         College and Career Readiness Anchor Standards for Writing         Research to Build and Present Knowledge         When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.         Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
ST AT EMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
ST AT EMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN		College and Career Readiness Anchor Standards for Language
ST AT EMENT OF ENDURING KNOWLEDGE		Convention of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
ST AT EMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

GSE STEM 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.

DOMAIN Grade 9-10 Reading Standards

ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
SPECIFIC INDICATOR	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 a text.
SPECIFIC INDICATOR	3	Analyze how an 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 presence or absence of connections between them.
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 9-10 Speaking and Listening Standards [SL]
ST AT EMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	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.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SPECIFIC INDICATOR	1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
DOMAIN		Grade 9-10 Speaking and Listening Standards [SL]
ST AT EMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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 a text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
SPECIFIC INDICATOR	5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.

GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SPECIFIC INDICATOR	1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
DOMAIN		Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.
GSE STEM	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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		Rhode Island World-Class Standards Language Arts Grade 9 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details

GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing

ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
ST AT EMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		College and Career Readiness Anchor Standards for Speaking and Listening Presentation of Knowledge and Ideas
ST AT EMENT OF ENDURING	4	
ST AT EMENT OF ENDURING KNOWLEDGE	4	Presentation of Knowledge and Ideas
ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM	4	Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR	4	Presentation of Knowledge and Ideas         Present information, findings, and supporting evidence such that:         The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	6	Presentation of Knowledge and Ideas         Present information, findings, and supporting evidence such that:         The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.         College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas         Present information, findings, and supporting evidence such that:         The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.         College and Career Readiness Anchor Standards for Speaking and Listening         Presentation of Knowledge and Ideas         Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM		Presentation of Knowledge and Ideas         Present information, findings, and supporting evidence such that:         The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.         College and Career Readiness Anchor Standards for Speaking and Listening         Presentation of Knowledge and Ideas         Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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STATEMENT DF ENDURING SENDURING       Knowledge of Language         SSE STEM       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.         OMAIN       College and Career Readiness Anchor Standards for Language         OMAIN       College and Career Readiness Anchor Standards for Language         STATEMENT DF ENDURING KNOWLEDGE       Vocabulary Acquisition and Use         SSE STEM       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 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.         OMAIN       Grade 9-10 Reading Standards         STATEMENT STATEMENT STATEMENT KNOWLEDGE       Grade 9-10 Reading Standards for Informational Text [RI]         SEE STEM       1       Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
OMAIN       College and Career Readiness Anchor Standards for Language         STATEMENT DF ENDURING CNOWLEDGE       Vocabulary Acquisition and Use         SSE STEM       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.         SSE STEM       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.         OMAIN       Grade 9-10 Reading Standards         STATEMENT DF ENDURING CNOWLEDGE       Grade 9-10 Reading Standards for Informational Text [RI]         SEE STEM       1       Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.         SPECIFIC       2       Determine a central idea of a text and analyze its development over the course of the text, including how it emerges
STATEMENT OF ENDURINGE       Vocabulary Acquisition and Use         SSE STEM       4       Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningtul word parts, and consulting general and specialized reference materials, as appropriate.         SSE STEM       4       Determine or clarify the meaning 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.         OMAIN       Grade 9-10 Reading Standards         STATEMENT CFENDURING CFENDURING SES STEM       Grade 9-10 Reading Standards for Informational Text [RI]         STATEMENT CFENDURING CFENDURIN
OPE ENDURING (NOWLEDGE       Image: Choose and pressure of 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.         SSE STEM       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.         SSE STEM       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.         OMAIN       Grade 9-10 Reading Standards         STATEMENT CFENDURING CNOWLEDGE       Grade 9-10 Reading Standards for Informational Text [RI]         SSE STEM       Key Ideas and Details         SSE STEM       Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.         SPECIFIC       2       Determine a central idea of a text and analyze its development over the course of the text, including how it emerges
analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.         GSE STEM       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.         COMAIN       Grade 9-10 Reading Standards         STATEMENT OF ENDURING CNOWLEDGE       Grade 9-10 Reading Standards for Informational Text [RI]         SSE STEM       Key Ideas and Details         SPECIFIC       1       Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.         SPECIFIC       2       Determine a central idea of a text and analyze its development over the course of the text, including how it emerges
OMAIN       Grade 9-10 Reading Standards         STATEMENT OF ENDURING CNOWLEDGE       Grade 9-10 Reading Standards for Informational Text [RI]         SSE ST EM       Key Ideas and Details         SPECIFIC NDICATOR       1       Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.         SPECIFIC       2       Determine a central idea of a text and analyze its development over the course of the text, including how it emerges
STATEMENT DF ENDURING KNOWLEDGE       Grade 9-10 Reading Standards for Informational Text [RI]         GSE ST EM       Key Ideas and Details         SPECIFIC NDICATOR       1       Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.         SPECIFIC       2       Determine a central idea of a text and analyze its development over the course of the text, including how it emerges
OF ENDURING KNOWLEDGE       Key Ideas and Details         GSE ST EM       Key Ideas and Details         GPECIFIC       1       Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.         GPECIFIC       2       Determine a central idea of a text and analyze its development over the course of the text, including how it emerges
SPECIFIC       1       Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.         SPECIFIC       2       Determine a central idea of a text and analyze its development over the course of the text, including how it emerges
NDICATOR       drawn from the text.         SPECIFIC       2         Determine a central idea of a text and analyze its development over the course of the text, including how it emerges
NDICATOR and is shaped and refined by specific details; provide an objective summary of a text.
SPECIFIC3Analyze how an 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 presence or absence of connections between them.
OMAIN Grade 9-10 Reading Standards
Grade 9-10 Reading Standards for Informational Text [RI] OF ENDURING KNOWLEDGE
GSE STEM Craft and Structure
SPECIFIC 4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and NDICATOR 4 technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
OMAIN Grade 9-10 Reading Standards
Grade 9-10 Reading Standards for Informational Text [RI] OF ENDURING KNOWLEDGE
GSE STEM Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 9-10 Speaking and Listening Standards [SL]
ST AT EMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
DOMAIN		Grade 9-10 Speaking and Listening Standards [SL]
ST AT EMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas

GSE STEM	4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
INDICATOR	1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9-10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9-10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) DOMAIN Standards for Literacy in the Content Areas - Grades 9-10 Reading Standards STATEMENT Grades 9-10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] OF ENDURING KNOWLEDGE GSE STEM Key Ideas and Details SPECIFIC 1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as INDICATOR the date and origin of the information. SPECIFIC 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how INDICATOR key events or ideas develop over the course of a text. DOMAIN Standards for Literacy in the Content Areas - Grades 9-10 Reading Standards STATEMENT Grades 9-10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] OF ENDURING KNOWLEDGE GSE STEM **Craft and Structure** SPECIFIC 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, INDICATOR including vocabulary describing political, social, or economic aspects of history/social studies. SPECIFIC 5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. INDICATOR DOMAIN Standards for Literacy in the Content Areas - Grades 9-10 Reading Standards STATEMENT Grades 9-10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] OF ENDURING **KNOWLEDGE** GSE STEM Integration of Knowledge and Ideas SPECIFIC 7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. INDICATOR DOMAIN Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards STATEMENT Grades 9-10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] **OF ENDURING** KNOWLEDGE GSE STEM Range of Reading and Level of Text Complexity SPECIFIC 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate INDICATOR for the grade/course. DOMAIN Standards for Literacy in the Content Areas - Grades 9-10 Reading Standards STATEMENT Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical OF ENDURING Subjects [RCA-ST] KNOWLEDGE

GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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.

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
SPECIFIC INDICATOR	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).
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SPECIFIC INDICATOR	1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
DOMAIN		Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.
GSE STEM	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
		UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38
		Rhode Island World-Class Standards
		Language Art s Grade 9 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading

ST AT EMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
OF ENDURING	9	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
OF ENDURING KNOWLEDGE	9	
OF ENDURING KNOWLEDGE	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
OF ENDURING KNOWLEDGE GSE STEM DOMAIN ST AT EMENT OF ENDURING	9 10	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. College and Career Readiness Anchor Standards for Writing
OF ENDURING KNOWLEDGE GSE STEM DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE		Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. College and Career Readiness Anchor Standards for Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
OF ENDURING KNOWLEDGE GSE STEM DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM		Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. College and Career Readiness Anchor Standards for Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING		Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. College and Career Readiness Anchor Standards for Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening
OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE DOMAIN STATEMENT OF ENDURING KNOWLEDGE	10	Image:

ST AT EMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
ST AT EMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN		College and Career Readiness Anchor Standards for Language
ST AT EMENT OF ENDURING KNOWLEDGE		Convention of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
ST AT EMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

SPECIFIC INDICATOR	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 a text.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	6	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
SPECIFIC INDICATOR	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 an appropriate progression of experiences or events.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
DOMAIN		Grade 9-10 Writing Standards [W]

ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 9-10 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

DOMAIN		Grade 9-10 Speaking and Listening Standards [SL]
ST AT EMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
INDICATOR	1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

# DOMAIN Grade 9-10 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

DOMAIN

Grade 9-10 Language Standards [L]

ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Language Standards [L]

ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SPECIFIC INDICATOR	1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
DOMAIN		Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.
GSE STEM	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Rhode Island World-Class Standards Language Arts Grade 9 - Adopted: 2021

DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
GSE STEM	7	
	7	as in words.
DOMAIN STATEMENT OF ENDURING	7 10	as in words. College and Career Readiness Anchor Standards for Reading
DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE		as in words. College and Career Readiness Anchor Standards for Reading Range of Reading and Level of Text Complexity
DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM		as in words. College and Career Readiness Anchor Standards for Reading Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN ST AT EMENT OF ENDURING		as in words. College and Career Readiness Anchor Standards for Reading Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend complex literary and informational texts. College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
ST AT EMENT OF ENDURING		Presentation of Knowledge and Ideas
KNOWLEDGE		
	4	Present information, findings, and supporting evidence such that:
KNOWLEDGE	4	
KNOWLEDGE GSE STEM SPECIFIC	4	Present information, findings, and supporting evidence such that:
KNOWLEDGE GSE STEM SPECIFIC INDICATOR	4	Present information, findings, and supporting evidence such that:         The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

OT AT CHARME		Convention of Standard English
ST AT EMENT OF ENDURING KNOWLEDGE		Convention of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		gathering vocabulary knowledge. Grade 9-10 Reading Standards
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		
ST AT EMENT OF ENDURING		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE	1	Grade 9-10 Reading Standards Grade 9-10 Reading Standards for Literature [RL]
ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC	1	Grade 9-10 Reading Standards         Grade 9-10 Reading Standards for Literature [RL]         Key Ideas and Details         Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC		Grade 9-10 Reading Standards         Grade 9-10 Reading Standards for Literature [RL]         Key Ideas and Details         Cite strong and thorough textual evidence to support analysis of what a text states 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,
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC	2	Grade 9-10 Reading Standards         Grade 9-10 Reading Standards for Literature [RL]         Key Ideas and Details         Cite strong and thorough textual evidence to support analysis of what a text states 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 a text.         Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	2	Grade 9-10 Reading Standards         Grade 9-10 Reading Standards for Literature [RL]         Key Ideas and Details         Cite strong and thorough textual evidence to support analysis of what a text states 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 a 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.
ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING	2	Grade 9-10 Reading Standards         Grade 9-10 Reading Standards for Literature [RL]         Key Ideas and Details         Cite strong and thorough textual evidence to support analysis of what a text states 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 a 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.         Grade 9-10 Reading Standards

SPECIFIC INDICATOR	6	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
SPECIFIC INDICATOR	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 an appropriate progression of experiences or events.
SPECIFIC	3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
SPECIFIC	3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SPECIFIC	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).

DMANN         Grade 9-10 Writing Standards [W]           STATEMENT GNOWEDBOOR         Production and Distribution of Writing           GSE STEM         6         Like technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking ad variance of technology's capacity to link to other information and to display information. Exotely and dynamically.           DOMAIN         Grade 9-10 Writing Standards [W]           CTATEMENT STATEME	SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
PF ENDURING       Image: Control of the section large, including current web-based communication platforms, to produce, publish, and update individual or shared witting products, tuking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.         DOMAIN       Grade 9-10 Writing Standards [V]         STATEMENT of FENDURING KNOWLEDGE       Research to Build and Present Knowledge         GSE STEM       9       Draw evidence from literary or informational lexis to support writing nanalysis, interpretation, reflection, and research, applying one or more grades 9-10 Standards for Reading Literature or Reading Informational Text as needed.         DOMAIN       Grade 9-10 Writing Standards [V]         STATEMENT of Grade 9-10 Writing Standards [V]       Grade 9-10 Writing Standards [V]         STATEMENT OF FENDURING Standards [V]       Grade 9-10 Standards [V]         GSE STEM       10       Write routinely over extended time frames time for research, reflection, and revision) and shoter time frames (a single stilling or a day or two) for a range of tasks, purposes, and audiences.         DOMAIN       Grade 9-10 Speaking and Listening Standards [SL]         STATEMENT OF FENDURING Standards in the second and Collaboration       Comprehension and Collaboration         SPECIFIC DI Speaking and Listening Standards [SL]       Specific Participate effectively in a range of tasks, purposes, and individual roles as needed.         DMAIN       Grade 9-10 Speaking and Listening Standards [SL]       Specific Participate Part	DOMAIN		Grade 9-10 Writing Standards [W]
shared witting inducts, laking and vanitage of technology's capacity to link to other information and to display intermation flexibly and dynamically.           DOMAIN         Crade 9-10 Writing Standards [W]           STATEMENT CFROUNDEDGE         Research to Build and Present Knowledge           GSE STEM         9         Draw evidence from literary or informational texts to support witten analysis, interpretation, reflection, and research, applying one or more grades 9-10 Standards for Reading Literature or Reading Informational Text as meeded.           DOMAIN         Crade 9-10 Writing Standards [W]           STATEMENT FF. ROUNDEDGE         Range of Writing           STATEMENT ST	OF ENDURING		Production and Distribution of Writing
STATEMENT OF ENDURING       Research to Build and Present Knowledge         GSE STEM       9       Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading hiormational Text as needed.         DOMAIN       Grade 9-10 Writing Standards [W]         STATEMENT OF ENDURING FOR DURING       Range of Writing         GSE STEM       10       Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or boe) for a range of tasks, purposes, and audiences.         DOMAIN       Grade 9-10 Speaking and Listening Standards [SL]         ST ATEMENT OF ENDURING KNOWLEDDE       Comprehension and Collaboration         GSE STEM       1       Initiate and participate effectively in a range of callaborative discussions (one-on-one, in groups, and text expressing their own clearly and persuasively.         SPECIFIC NDMAIN       Grade 9-10 Speaking and Listening Standards [SL]         SPECIFIC NDMAIN       Uvok with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on NDICATOR         SPECIFIC NDMAIN       Grade 9-10 Speaking and Listening Standards [SL]         ST ATEMENT OF ENDURING NOWLEDDE       Presentation of Knowledge and Ideas         GSE STEM       1.b.       Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking vo	GSE STEM	6	shared writing products, taking advantage of technology's capacity to link to other information and to display
OF ENDURING       Image: Constraint of the second of the sec	DOMAIN		Grade 9-10 Writing Standards [W]
DMAIN       Grade 9-10 Writing Standards [W]         STATE MEENT COMMING       Range of Writing         GSE STEM       10       Wile roulinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.         DOMAIN       Grade 9-10 Speaking and Listening Standards [SL]         STATEMENT COMPRENTING RNOWLEDGE       Comprehension and Collaboration         STATEMENT CNOWLEDGE       Initiate and participate effectively in a range of toolbarotaive discussions (one-on-one, in groups, and tacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.         SPECIFIC NDUCATOR       1.b.       Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.         DOMAIN       Grade 9-10 Speaking and Listening Standards [SL]         SPECIFIC NDUCATOR       1.b.       Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of Alternate views), clear goals and deadlines, and individual roles as needed.         SPECIFIC NDUCATOR       1.b.       Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to procabulary.)	OF ENDURING		Research to Build and Present Knowledge
ST AT EMENT OF ENDURING KNOWLEDGE       Range of Writing         GSE STEM       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.         DOMAIN       Grade 9-10 Speaking and Listening Standards [SL]         ST AT EMENT OF ENDURING KNOWLEDGE       Comprehension and Collaboration         GSE STEM       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.         SPECIFIC INDICATOR       1b.       Work with peers to set rules for collegial discussions and deadlines, and individual roles as needed.         DOMAIN       Grade 9-10 Speaking and Listening Standards [SL]         ST AT EMENT OF ENDURING KNOWLEDGE       Presentation of Altemate views), clear goals and deadlines, and individual roles as needed.         DOMAIN       Frade 9-10 Speaking and Listening Standards [SL]         ST AT EMENT OF ENDURING KNOWLEDGE       Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9-10 Language Standards 4-6 for specific expectations regarding vocabulary.)         DOMAIN       Grade 9-10 Language Standards [L]         <	GSE STEM	9	
OF ENDURING       Image: Control of the c	DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT       Grade 9-10 Speaking and Listening Standard's [SL]         STATEMENT       Comprehension and Collaboration         GE ST EM       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.         SPECIFIC       1.b.       Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.         DOMAIN       Grade 9-10 Speaking and Listening Standard's [SL]         DOMAIN       Grade 9-10 Speaking and Listening Standard's [SL]         STATEMENT       Presentation of Knowledge and Ideas         OF ENDURING       A         RSE STEM       4         Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9-10 Language Standard's 4-6 for specific expectations regarding vocabulary.)         DOMAIN       Grade 9-10 Language Standard's [L]         ST AT EMENT       Grade 9-10 Language Standard's [L]         DOMAIN       Grade 9-10 Language Standard's [L]	OF ENDURING		Range of Writing
STATEMENT OF ENDURING KNOWLEDGE       Comprehension and Collaboration         GSE STEM       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.         SPECIFIC INDICATOR       1.b.       Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.         DOMAIN       Grade 9-10 Speaking and Listening Standards [SL]         STATEMENT OF ENDURING KNOWLEDGE       Presentation of Knowledge and Ideas         GSE STEM       4         Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)         DOMAIN       Grade 9-10 Language Standards [L]         STATEMENT OF ENDURING       Conventions of Standard English	GSE STEM	10	
OF ENDURING       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.         SPECIFIC       1.b.       Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.         DOMAIN       Grade 9-10 Speaking and Listening Standards [SL]         STATEMENT       Presentation of Knowledge and Ideas         GSE STEM       4       Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9-10 Language Standards 4-6 for specific expectations regarding vocabulary.)         DOMAIN       Grade 9-10 Language Standards [L]         DOMAIN       Grade 9-10 Language Standards [L]	DOMAIN		Grade 9-10 Speaking and Listening Standards [SL]
Image: Specific indexpersion of the synthesis on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.         SPECIFIC INDICATOR       1.b.         Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.         DOMAIN       Grade 9-10 Speaking and Listening Standards [SL]         STATEMENT OF ENDURING KNOWLEDGE       Presentation of Knowledge and Ideas         GSE STEM       4         Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)         DOMAIN       Grade 9-10 Language Standards [L]	OF ENDURING		Comprehension and Collaboration
INDICATOR       key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.         DOMAIN       Grade 9-10 Speaking and Listening Standards [SL]         ST ATEMENT OF ENDURING RNOWLEDGE       Presentation of Knowledge and Ideas         GSE STEM       4         Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)         DOMAIN       Grade 9-10 Language Standards [L]         ST ATEMENT OF ENDURING       Conventions of Standard English	GSE STEM	1	teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas
ST AT EMENT OF ENDURING KNOWLEDGE       Presentation of Knowledge and Ideas         GSE STEM       4       Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)         DOMAIN       Grade 9-10 Language Standards [L]         ST AT EMENT OF ENDURING       Conventions of Standard English		1.b.	
OF ENDURING KNOWLEDGE       A       Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)         DOMAIN       Grade 9-10 Language Standards [L]         STATEMENT OF ENDURING       Conventions of Standard English	DOMAIN		Grade 9-10 Speaking and Listening Standards [SL]
the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)         DOMAIN       Grade 9-10 Language Standards [L]         STATEMENT OF ENDURING       Conventions of Standard English	OF ENDURING		Presentation of Knowledge and Ideas
STATEMENT Conventions of Standard English OF ENDURING	GSE STEM	4	the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding
OF ENDURING	DOMAIN		Grade 9-10 Language Standards [L]
	OF ENDURING		Conventions of Standard English

GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
INDICATOR	1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
INDICATOR		context or in a dictionary).
INDICATOR DOMAIN STATEMENT OF ENDURING		context or in a dictionary). Grade 9-10 Language Standards [L]
INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE	6	context or in a dictionary). Grade 9-10 Language Standards [L] Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying
INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM	6	context or in a dictionary). Grade 9-10 Language Standards [L] Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SPECIFIC INDICATOR	1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
DOMAIN		Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.
GSE STEM	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54
		Rhode Island World-Class Standards Language Arts Grade 9 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMNN         College and Career Readiness Anchor Standards for Reading           STATEMENT ONCOME DEC SESTEM         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.           GSE STEM         5         Analyze the situatize of texts, including how specific sontences, paragraphe, and larger portions of a text relate to each other and the whole.           DMAIN         College and Career Readiness Anchor Standards for Reading           STATEMENT KNOWLEDGE         1         Integrate and evaluate content presented in diverse tormats and media, including visually and quantitativey, as well as in words.           DMAIN         7         the grate and evaluate content presented in diverse tormats and media, including visually and quantitativey, as well as in words.           DMAIN         7         the grate and evaluate content presented in diverse tormats and media, including visually and quantitativey, as well as in words.           DMAIN         7         the grate and evaluate content presented in diverse tormats and informational texts.           DMAIN         7         the grate and evaluate content presented in diverse tormats and media, including visually and quantitativey, as well as in words.           DMAIN         7         thegrate and evaluate content presented in diverse tormats and indimational texts.           DMAIN         7         thegrate and Evalue of text Complexity	GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
PF ENDURING       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.         GSE STEM       5       Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.         DOMAIN       College and Carcer Readiness Anchor Standards for Reading         STATEMENT OF ENDURING KNOWLEDDE       Integration of Knowledge and Ideas         GSE STEM       7       Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.         DOMAIN       College and Carcer Readiness Anchor Standards for Reading         STATEMENT OF ENDURING KNOWLEDDE       Range of Reading and Level of Text Complexity         College and Carcer Readiness Anchor Standards for Writing       College and Carcer Readiness Anchor Standards for Writing         STATEMENT OF ENDURING KNOWLEDDE       Text Types and Purposes       Text Types and Purposes         STATEMENT OF ENDURING KNOWLEDDE       Withe narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- situctured sequences.         DOMAIN       College and Carcer Readiness Anchor Standards for Writing         STATEMENT OF ENDURING KNOWLEDDE       Poduce: lear and coherert writing in which the development, organization, and syle are appropriate to task, purpose, and auclence.         STATEMENT OF E	DOMAIN		College and Career Readiness Anchor Standards for Reading
Integration of Knowledge and Larger Readiness Anchor Standards for Reading           GSE STEM         5         Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.           DOMAIN         College and Career Readiness Anchor Standards for Reading           STATEMENT         Integration of Knowledge and Ideas           ODMAIN         College and Career Readiness Anchor Standards for Reading           STATEMENT         College and Career Readiness Anchor Standards for Reading           STATEMENT         College and Career Readiness Anchor Standards for Reading           STATEMENT         Range of Reading and Level of Text Complexity           STATEMENT         College and Career Readiness Anchor Standards for Writing           STATEMENT         College and Career Readiness Anchor Standards for Writing           STATEMENT         College and Career Readiness Anchor Standards for Writing           STATEMENT         College and Career Readiness Anchor Standards for Writing           STATEMENT         College and Career Readiness Anchor Standards for Writing           STATEMENT         College and Career Readiness Anchor Standards for Writing           STATEMENT         College and Career Readiness Anchor Standards for Writing           STATEMENT         College and Career Readiness Anchor Standards for Writing           STATEMENT         College	OF ENDURING		Craft and Structure
college and Career Readiness Anchor Standards for Reading         STATEMENT KNOWLEDGE       College and Career Readiness Anchor Standards for Reading         GSE STEM       7       Integrate and evaluate content presented in diverse formals and media, including visually and quantitatively, as well as in words.         DOMAIN       College and Career Readiness Anchor Standards for Reading         DTATEMENT KNOWLEDGE       College and Career Readiness Anchor Standards for Reading         DSTATEMENT KNOWLEDGE       College and Career Readiness Anchor Standards for Writing         GSE STEM       10       Independently and proficiently read and comprehend complex literary and informational texts.         DOMAIN       College and Career Readiness Anchor Standards for Writing         STATEMENT KNOWLEDGE       College and Career Readiness Anchor Standards for Writing         STATEMENT KNOWLEDGE       College and Career Readiness Anchor Standards for Writing         STATEMENT KNOWLEDGE       College and Career Readiness Anchor Standards for Writing         STATEMENT KNOWLEDGE       Poduction and Distribution of Writing         Statuerd sequences.       Statuerd sequences.         DUMAIN       Poduction and Distribution of Writing         Statement KNOWLEDGE       Poduction and Distribution of Writing         State ENT       S       Develop and strengthen witing as needed by planning, revising, editing, rewriting, or trying a new approac	GSE STEM	4	
ST AT EMENT KNOWLEDGE       Integration of Knowledge and Ideas         GSE STEM       7       Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.         DOMAIN       College and Career Readiness Anchor Standards for Reading         ST AT EMENT OF ENDURING       Range of Reading and Level of Text Complexity         GSE STEM       10       Independently and proficiently read and comprehend complex literary and informational texts.         DOMAIN       College and Career Readiness Anchor Standards for Writing         ST AT EMENT OF ENDURING       Independently and proficiently read and comprehend complex literary and informational texts.         DOMAIN       College and Career Readiness Anchor Standards for Writing         ST AT EMENT OF ENDURING       Text Types and Purposes         GSE STEM       3       Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.         DOMAIN       College and Career Readiness Anchor Standards for Writing         ST AT EMENT OF ENDURING       Production and Distribution of Writing         GSE STEM       3       Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.         GSE STEM       3       Production and Distribution of Writing         GSE STEM <td>GSE STEM</td> <td>5</td> <td></td>	GSE STEM	5	
OF ENDURING       Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.         OGE STEM       7       Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.         DOMAIN       College and Career Readiness Anchor Standards for Reading         STATEMENT KNOWLEDGE       Range of Reading and Level of Text Complexity         OF ENDURING KNOWLEDGE       10       Independently and proteclently read and comprehend complex literary and informational texts.         DOMAIN       College and Career Readiness Anchor Standards for Writing         STATEMENT OF ENDURING FOR ENDURING OF ENDURING OF ENDURING       Text Types and Purposes         OMAIN       College and Career Readiness Anchor Standards for Writing         STATEMENT OF ENDURING FOR ENDURING OF ENDURING       Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.         DOMAIN       College and Career Readiness Anchor Standards for Writing         STATEMENT OF ENDURING FOR ENDURING OR ENDURING       Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.         GSE STEM       4       Produce clear and coherent writing as needed by planning, revising, editing, rewriting, or trying a new approach.         GSE STEM       6       Use technology to produce and publish	DOMAIN		College and Career Readiness Anchor Standards for Reading
as in words.         DOMAIN       College and Career Readiness Anchor Standards for Reading         TATE MEMTY OF ENDURING KNOWLEDGE       Range of Reading and Level of Text Complexity         GSE STEM       10       Independently and proficiently read and comprehend complex literary and informational texts.         DOMAIN       College and Career Readiness Anchor Standards for Writing         TATEMENT OF ENDURING KNOWLEDGE       Text Types and Purposes         TATEMENT OF ENDURING KNOWLEDGE       Image of Readings Anchor Standards for Writing         SE STEM       3       Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.         DOMAIN       College and Career Readiness Anchor Standards for Writing         TATEMENT OF ENDURING KNOWLEDGE       3       Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.         DOMAIN       College and Career Readiness Anchor Standards for Writing         STATEMENT OF ENDURING KNOWLEDGE       4       Production and Distribution of Writing         GSE STEM       5       Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.         GSE STEM       6       Use technology to produce and publish writing and to interact and collaborate with others.         DOMAIN       Lise technology to prod	OF ENDURING		Integration of Knowledge and Ideas
STATEMENT KNOWLEDCE       Range of Reading and Level of Text Complexity         GSE STEM       10       Independently and proficiently read and comprehend complex literary and informational texts.         DOMAIN       College and Career Readiness Anchor Standards for Writing         STATEMENT KNOWLEDCE       Text Types and Purposes         GSE STEM       3       Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.         DOMAIN       College and Career Readiness Anchor Standards for Writing         GSE STEM       3       Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.         DOMAIN       College and Career Readiness Anchor Standards for Writing         ST ATEMENT KNOWLEDCE       Production and Distribution of Writing         GSE STEM       4       Production and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.         GSE STEM       5       Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.         GSE STEM       6       Use technology to produce and publish writing and to interact and collaborate with others.         DOMAIN       College and Career Readiness Anchor Standards for Writing	GSE STEM	7	
OF ENDURING       Independently and proficiently read and comprehend complex literary and informational texts.         GSE STEM       10       Independently and proficiently read and comprehend complex literary and informational texts.         DOMAIN       College and Career Readiness Anchor Standards for Writing         STATEMENT OF ENDURING KNOWLEDGE       Text Types and Purposes         GSE STEM       3       Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.         DOMAIN       College and Career Readiness Anchor Standards for Writing         DOMAIN       College and Career Readiness Anchor Standards for Writing         STATEMENT OF ENDURING KNOWLEDGE       Production and Distribution of Writing         STATEMENT OF ENDURING KNOWLEDGE       Production and Distribution of Writing         GSE STEM       4       Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.         GSE STEM       5       Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.         GSE STEM       6       Use technology to produce and publish writing and to interact and collaborate with others.         DOMAIN       College and Career Readiness Anchor Standards for Writing	DOMAIN		College and Career Readiness Anchor Standards for Reading
DOMAIN       College and Career Readiness Anchor Standards for Writing         ST AT EMENT OF ENDURING KNOWLEDGE       Text Types and Purposes         GSE STEM       3       Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.         DOMAIN       College and Career Readiness Anchor Standards for Writing         ST AT EMENT OF ENDURING KNOWLEDGE       Production and Distribution of Writing         ST AT EMENT OF ENDURING KNOWLEDGE       Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.         GSE STEM       4       Produce clear and coherent writing as needed by planning, revising, editing, rewriting, or trying a new approach.         GSE STEM       6       Use technology to produce and publish writing and to interact and collaborate with others.         DOMAIN       College and Career Readiness Anchor Standards for Writing	OF ENDURING		Range of Reading and Level of Text Complexity
STATEMENT OF ENDURING ENDURING SESTEM       Text Types and Purposes         GSE STEM       3       Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.         DOMAIN       College and Career Readiness Anchor Standards for Writing         STATEMENT OF ENDURING KNOWLEDGE       Production and Distribution of Writing         GSE STEM       4       Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.         GSE STEM       5       Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.         GSE STEM       6       Use technology to produce and publish writing and to interact and collaborate with others.         DOMAIN       College and Career Readiness Anchor Standards for Writing	GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
OF ENDURING       Image: Control of C	DOMAIN		College and Career Readiness Anchor Standards for Writing
Structured sequences.         DOMAIN       College and Career Readiness Anchor Standards for Writing         ST AT EMENT OF ENDURING KNOWLEDGE       Production and Distribution of Writing         GSE STEM       4       Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.         GSE STEM       5       Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.         GSE STEM       6       Use technology to produce and publish writing and to interact and collaborate with others.         DOMAIN       College and Career Readiness Anchor Standards for Writing	OF ENDURING		Text Types and Purposes
ST AT EMENT OF ENDURING KNOWLEDGE       Production and Distribution of Writing         GSE STEM       4       Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.         GSE STEM       5       Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.         GSE STEM       6       Use technology to produce and publish writing and to interact and collaborate with others.         DOMAIN       College and Career Readiness Anchor Standards for Writing	GSE STEM	3	
OF ENDURING KNOWLEDGE       A       Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.         GSE STEM       4       Produce clear and coherent writing as needed by planning, revising, editing, rewriting, or trying a new approach.         GSE STEM       5       Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.         GSE STEM       6       Use technology to produce and publish writing and to interact and collaborate with others.         DOMAIN       College and Career Readiness Anchor Standards for Writing	DOMAIN		College and Career Readiness Anchor Standards for Writing
GSE STEM       5       Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.         GSE STEM       6       Use technology to produce and publish writing and to interact and collaborate with others.         DOMAIN       College and Career Readiness Anchor Standards for Writing	OF ENDURING		Production and Distribution of Writing
GSE STEM       6       Use technology to produce and publish writing and to interact and collaborate with others.         DOMAIN       College and Career Readiness Anchor Standards for Writing	GSE STEM	4	
DOMAIN College and Career Readiness Anchor Standards for Writing	GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
STATEMENT Research to Build and Present Knowledge	DOMAIN		College and Career Readiness Anchor Standards for Writing
OF ENDURING KNOWLEDGE	OF ENDURING		Research to Build and Present Knowledge

GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
INDICATOR		
		College and Career Readiness Anchor Standards for Speaking and Listening
		College and Career Readiness Anchor Standards for Speaking and Listening Presentation of Knowledge and Ideas
DOMAIN ST AT EMENT OF ENDURING	6	
DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE	6	Presentation of Knowledge and Ideas Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when
DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM	6	Presentation of Knowledge and Ideas Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING	6	Presentation of Knowledge and Ideas         Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.         College and Career Readiness Anchor Standards for Language
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas         Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.         College and Career Readiness Anchor Standards for Language         Convention of Standard English
DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM	1	Presentation of Knowledge and Ideas         Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.         College and Career Readiness Anchor Standards for Language         Convention of Standard English         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
SPECIFIC INDICATOR	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 a text.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	6	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
DOMAIN		Crade 0.10 Writing Standards IM

Grade 9-10 Writing Standards [W]

ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
SPECIFIC INDICATOR	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 an appropriate progression of experiences or events.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 9-10 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 9-10 Speaking and Listening Standards [SL]
ST AT EMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
DOMAIN		Grade 9-10 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
INDICATOR	1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN		Grade 9-10 Language Standards [L]

ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.

DOMAIN		Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SPECIFIC INDICATOR	1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
DOMAIN		Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.
GSE STEM	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
		UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 55-68
		Rhode Island World-Class Standards Language Arts
		Grade 9 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		College and Career Readiness Anchor Standards for Reading Key Ideas and Details
ST AT EMENT OF ENDURING	1	
ST AT EMENT OF ENDURING KNOWLEDGE	1	Key Ideas and Details Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM		Key Ideas and Details         Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.         Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM		Key Ideas and Details         Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.         Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN ST AT EMENT OF ENDURING		Key Ideas and Details         Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.         Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.         College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE	2	Key Ideas and Details         Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.         Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.         College and Career Readiness Anchor Standards for Reading         Craft and Structure         Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative
ST AT EMENT OF ENDURING KNOWLEDGE         GSE STEM         GSE STEM         DOMAIN         ST AT EMENT OF ENDURING KNOWLEDGE         GSE STEM	2	Key Ideas and Details         Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.         Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.         College and Career Readiness Anchor Standards for Reading         Craft and Structure         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.         Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to
ST AT EMENT OF ENDURING KNOWLEDGE   GSE STEM   GSE STEM   DOMAIN   ST AT EMENT OF ENDURING KNOWLEDGE   GSE STEM   GSE STEM	2	Key Ideas and Details         Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.         Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.         College and Career Readiness Anchor Standards for Reading         Craft and Structure         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.         Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
ST AT EMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 9-10 Reading Standards
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards Grade 9-10 Reading Standards for Informational Text [RI]
ST AT EMENT OF ENDURING		-
ST AT EMENT OF ENDURING KNOWLEDGE	1	Grade 9-10 Reading Standards for Informational Text [RI]
ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC	1	Grade 9-10 Reading Standards for Informational Text [RI]         Key Ideas and Details         Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences
SPECIFIC SPECIFIC		Grade 9-10 Reading Standards for Informational Text [RI]         Key Ideas and Details         Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.         Determine a central idea of a text and analyze its development over the course of the text, including how it emerges
SPECIFIC INDICATOR SPECIFIC INDICATOR	2	Grade 9-10 Reading Standards for Informational Text [RI]         Key Ideas and Details         Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.         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 a text.         Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are
SPECIFIC INDICATOR SPECIFIC INDICATOR	2	Grade 9-10 Reading Standards for Informational Text [RI]         Key Ideas and Details         Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.         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 a text.         Analyze how an 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 presence or absence of connections between them.
ST AT EMENT OF ENDURING KNOWLEDGEGSE ST EMSPECIFIC INDICATORSPECIFIC INDICATORSPECIFIC INDICATORDOMAINST AT EMENT OF ENDURING	2	Grade 9-10 Reading Standards for Informational Text [RI]         Key Ideas and Details         Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.         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 a text.         Analyze how an 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 presence or absence of connections between them.         Grade 9-10 Reading Standards

#### Grade 9-10 Reading Standards

ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

#### DOMAIN Grade 9-10 Writing Standards [W]

ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM		Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

DOMAIN

Grade 9-10 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 9-10 Speaking and Listening Standards [SL]
ST AT EMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SPECIFIC INDICATOR	1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
INDICATOR	1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

## Standards for Literacy in the Content Areas - Grades 9-10 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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 a text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
SPECIFIC INDICATOR	5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

INDICATOR       phenomenon, or concept provide an accurate summary of a text.         DOMAIN       Standards for Literacy in the Content Areas - Grades 9-10 Reading Standards         STATEMENT OF ENDURING       Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technica Subjects (RCA-ST)         SPECIFIC INDICATOR       4       Determine the meaning of general academic vocabulary as well as symbols, rotation, key terms, and other doma specific words and phrases as they are used in a specific scientific or technical context they and topics.         DOMAIN       Standards for Literacy in the Content Areas - Grades 9-10 Reading Standards         STATEMENT For Environment       Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technica Subjects (RCA-ST)         GSE STEM       Cardes 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technica Subjects (RCA-ST)         GSE STEM       Independently and proteinny read and comprehend science/technical texts exhibiting complexity appropriate for NDCATOR         STATEMENT FF ENDURING SCARDER       Text Types and Purposes         GSE STEM       1       Write arguments focused on discipline-specific content.         SPECIFIC NDCATOR       1.4.       Establish and maintain a syle appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.         DOMAIN       Grades 9-10 Writing Standards for Literacy in the Content Areas (WCA)<			
STATEMENT OF ENDURING SUBjects (RCA-ST)       Subjects (RCA-ST)         GSE STEM       Craft and Structure         SPECIFIC INDICATOR       A       Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other doma specific words and phases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.         DOMAIN       Standards for Literacy in the Content Areas - Grades 9–10 Reading Standards         STATEMENT GE ENDURING KNOWLEDGE       Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technica Subjects (RCA-ST)         OMAIN       Standards for Literacy in the Content Areas - Grades 9–10 Reading Standards         SPECIFIC NOWLEDGE       Grades 9–10 Reading standards for Literacy in the Content Areas: Science and Career and Technica Subjects (RCA-ST)         SPECIFIC NOWLEDGE       10       Independently and proficiently mead and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.         DOMAIN       Grades 9–10 Writing Standards for Literacy in the Content Areas (WCA)         STETEMENT OF ENDURING KNOWLEDGE       Text Types and Purposes         SPECIFIC NDICATOR       1.0       Write arguments focused on discipline-specific content.         SPECIFIC NDICATOR       1.0       Establish and maintain a style appropriate to audience and purpose (eg., formal for academic writing) while attending to the nomes and conventions of the discipline in which they are writing.         <		2	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
OF FROURING KNOWLEGE       Subjects (RCA-ST)         GSE STEM       Craft and Structure         GSE STEM       Craft and Structure         SPECIFIC INDICATOR       Determine the meaning of general academic vocabulary as well as symbols, noteion, key terms, and other doma specific works and phases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.         DOMAIN       Standards for Literacy in the Content Areas - Grades 9–10 Reading Standards         STATEMENT FERNIPTING FERNIPTING       Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects (RCA-ST)         DOMAIN       Standards for Literacy in the Content Areas: Science and Career and Technical Subjects (RCA-ST)         SPECIFIC INDICATOR       10       Independently and proficiently read and comprehend science/lechnical texts exhibiting complexity appropriate for the grade/course.         DOMAIN       Grades 9–10 Writing Standards for Literacy in the Content Areas (WCA)         STATEMENT OF ENDURING NOVELOGE       Text Types and Purposes         GSE STEM       1       Write arguments focused on discipline-specific content.         SPECIFIC INDICATOR       1.d.       Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.         DOMAIN       Grades 9–10 Writing Standards for Literacy in the Content Areas (WCA) <t< td=""><td>DOMAIN</td><td></td><td>Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards</td></t<>	DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
SPECIFIC INDICATOR         4         Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other doma specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.           DOMAIN         Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards           STATEMENT OF ENDURING FOR DURING         Grades 9–10 Reading standards for Literacy in the Content Areas: Science and Career and Technica Subjects [RCA-ST]           SPECIFIC INDICATOR         10         Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.           DOMAIN         Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]           STATEMENT OF ENDURING RNOVLEGGE         Text Types and Purposes           OF ENDURING RNOVLEGGE         Text Types and Purposes           GSE STEM         1.4         Establish and maintain a style appropriate to audience and purpose (e.g., famal for academic writing) while alternding to the norms and conventions of the discipline in which they are writing.           DOMAIN         Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]	OF ENDURING		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
NDICATOR       specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.         DOMAIN       Standards for Literacy in the Content Areas - Grades 9-10 Reading Standards         STATEMENT OF ENDURING       Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects (RCA-ST)         SPECIFIC       10       Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.         DOMAIN       Grades 9-10 Writing Standards for Literacy in the Content Areas (WCA)         STATEMENT OF ENDURING       Text Types and Purposes         GSE STEM       1       Write arguments focused on discipline-specific content.         SPECIFIC INDICATOR       1.4.       Establish and maintain a style appropriate for addresic purpose (e.g., formal for academic writing) while atending to the norms and conventions of the discipline in which they are writing.         DOMAIN       Grades 9-10 Writing Standards for Literacy in the Content Areas (WCA)         SPECIFIC       1.4.       Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while atending to the norms and conventions of the discipline in which they are writing.         DOMAIN       Grades 9-10 Writing Standards for Literacy in the Content Areas (WCA)         STATEMENT OF ENDURING KNOWLEDGE       Text Types and Purposes         DOMAIN       Grades 9-10 Writing S	GSE STEM		Craft and Structure
STATEMENT OF ENDURING KNOWLEDGE       Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]         GES STEM       Range of Reading and Level of Text Complexity         SPECIFIC INDICATOR       10       Independently and proficiently read and comprehend science/lechnical texts exhibiting complexity appropriate for the grade/course.         DOMAIN       Grades 9-10 Writing Standards for Literacy in the Content Areas [WCA]         STATEMENT OF ENDURING       Text Types and Purposes         GSE STEM       1       Write arguments focused on discipline-specific content.         SPECIFIC INDICATOR       1.d.       Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.         DOMAIN       Grades 9-10 Writing Standards for Literacy in the Content Areas [WCA]         STATEMENT OF ENDURING       Text Types and Purposes         Grades 9-10 Writing Standards for Literacy in the Content Areas [WCA]         STATEMENT OF ENDURING SE STEM       2         QSE STEM       2         Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.         SPECIFIC INDICATOR       2.a.         Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions: include text features (e.g., headings		4	
OF ENDURING       Subjects [RCA-ST]         CSE STEM       Range of Reading and Level of Text Complexity         CSE STEM       Independently and proficiently read and comprehend science/fechnical texts exhibiting complexity appropriate for the grade/course.         DOMAIN       Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]         STATEMENT OF ENDURING       Text Types and Purposes         CSE STEM       1       Write arguments focused on discipline-specific content.         SPECIFIC       1.d.       Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.         DOMAIN       Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]         SPECIFIC       1.d.       Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.         DOMAIN       Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]         STATEMENT OF ENDURING       Text Types and Purposes         GSE STEM       2       Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.         SPECIFIC       2.a.       Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g.,	DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
SPECIFIC INDICATOR       10       Independently and proficiently read and comprehend science/lechnical texts exhibiting complexity appropriate for the grade/course.         DOMAIN       Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]         STATEMENT OF ENDURING KNOWLEDGE       Text Types and Purposes         GSE STEM       1       Write arguments focused on discipline-specific content.         SPECIFIC INDICATOR       1.d.       Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.         DOMAIN       Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]         STATEMENT OF ENDURING KNOWLEDGE       Text Types and Purposes         GSE STEM       2       Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.         SPECIFIC INDICATOR       2.a.       Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.         SPECIFIC INDICATOR       2.b.       Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.         SPECIFIC INDICATOR       2.d.	OF ENDURING		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
INDICATOR       the grade/course.         DOMAIN       Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]         ST ATEMENT OF ENDURINGE       Text Types and Purposes         GSE STEM       1       Write arguments focused on discipline-specific content.         SPECIFIC INDICATOR       1.d.       Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.         DOMAIN       Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]         ST ATEMENT ONCALEDGE       Text Types and Purposes         GSE STEM       2       Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.         SPECIFIC INDICATOR       2.a.       Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.         SPECIFIC INDICATOR       2.b.       Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, other information and examples appropriate to the audience's knowledge of the topic.         SPECIFIC INDICATOR       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 read	GSE STEM		Range of Reading and Level of Text Complexity
STATEMENT KNOWLEDGE       Text Types and Purposes         GSE STEM       1       Write arguments focused on discipline-specific content.         SPECIFIC INDICATOR       1.d.       Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.         DOMAIN       Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]         ST ATEMENT KNOWLEDGE       Text Types and Purposes         GSE STEM       2       Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.         SPECIFIC INDICATOR       2.a.       Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.         SPECIFIC INDICATOR       2.b.       Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, other information and examples appropriate to the audience's knowledge of the topic.         SPECIFIC INDICATOR       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.		10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
OF ENDURING       Image: Constraint of the second sec	DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
SPECIFIC INDICATOR       1.d.       Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.         DOMAIN       Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]         STATEMENT OF ENDURING       Text Types and Purposes         GSE STEM       2       Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.         SPECIFIC INDICATOR       2.a.       Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.         SPECIFIC INDICATOR       2.b.       Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, other information and examples appropriate to the audience's knowledge of the topic.         SPECIFIC INDICATOR       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.	OF ENDURING		Text Types and Purposes
INDICATOR       attending to the norms and conventions of the discipline in which they are writing.         DOMAIN       Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]         STATEMENT OF ENDURING NOWLEDGE       Text Types and Purposes         GSE STEM       2       Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.         SPECIFIC INDICATOR       2.a.       Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.         SPECIFIC INDICATOR       2.b.       Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, other information and examples appropriate to the audience's knowledge of the topic.         SPECIFIC INDICATOR       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.	GSE STEM	1	Write arguments focused on discipline-specific content.
STATEMENT OF ENDURING KNOWLEDGE       Text Types and Purposes         GSE STEM       2       Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.         SPECIFIC       2.a.       Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.         SPECIFIC       2.b.       Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, other information and examples appropriate to the audience's knowledge of the topic.         SPECIFIC       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.		1.d.	
OF ENDURING KNOWLEDGE       Image: Construct of the construction o	DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
SPECIFIC INDICATOR       2.a.       Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.         SPECIFIC INDICATOR       2.b.       Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, other information and examples appropriate to the audience's knowledge of the topic.         SPECIFIC INDICATOR       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.	OF ENDURING		Text Types and Purposes
INDICATOR       Include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.         SPECIFIC       2.b.       Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, other information and examples appropriate to the audience's knowledge of the topic.         SPECIFIC       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.	GSE STEM	2	
INDICATOR       other information and examples appropriate to the audience's knowledge of the topic.         SPECIFIC       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.		2.8	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions;
INDICATOR appropriate to the discipline and context as well as to the expertise of likely readers.		£.u.	
SPECIFIC 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while	SPECIFIC		comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
INDICATOR attending to the norms and conventions of the discipline in which they are writing.	INDICATOR SPECIFIC INDICATOR SPECIFIC	2.b.	comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style
DOMAIN Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]	INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC	2.b.	comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while

ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SPECIFIC	1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

### Rhode Island World-Class Standards

Language Arts

Grade 9 - Adopted: 2021

DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration
ST AT EMENT OF ENDURING	1	
STATEMENT OF ENDURING KNOWLEDGE	1	Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM		Comprehension and Collaboration         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.         Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM		Comprehension and Collaboration 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. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN ST AT EMENT OF ENDURING		Comprehension and Collaboration         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.         Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.         College and Career Readiness Anchor Standards for Language
ST AT EMENT OF ENDURING KNOWLEDGEGSE STEMGSE STEMDOMAINST AT EMENT OF ENDURING KNOWLEDGE	2	Comprehension and Collaboration         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.         Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.         College and Career Readiness Anchor Standards for Language         Knowledge of Language         Apply knowledge of language to understand how language functions in different contexts, to make effective choices
ST AT EMENT OF ENDURING KNOWLEDGEGSE STEMGSE STEMDOMAINST AT EMENT OF ENDURING KNOWLEDGEGSE STEM	2	Comprehension and Collaboration         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.         Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.         College and Career Readiness Anchor Standards for Language         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.

GSE STEM 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.

Grade 9-10 Reading Standards DOMAIN

STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
SPECIFIC INDICATOR	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 a text.
SPECIFIC INDICATOR	3	Analyze how an 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 presence or absence of connections between them.
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grade 9-10 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge

GSE STEM	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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 9-10 Speaking and Listening Standards [SL]
ST AT EMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SPECIFIC INDICATOR	1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.

INDICATOR	1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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 a text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
SPECIFIC INDICATOR	5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge

GSE STEM	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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SPECIFIC INDICATOR	1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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		Rhode Island World-Class Standards Language Arts Grade 9 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 9-10 Reading Standards
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards Grade 9-10 Reading Standards for Literature [RL]
ST AT EMENT OF ENDURING		-
ST AT EMENT OF ENDURING KNOWLEDGE	5	Grade 9-10 Reading Standards for Literature [RL]
ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC	5	Grade 9-10 Reading Standards for Literature [RL]         Craft and Structure         Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and
SPECIFIC INDICATOR	5	Grade 9-10 Reading Standards for Literature [RL]         Craft and Structure         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.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	5	Grade 9-10 Reading Standards for Literature [RL]         Craft and Structure         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.         Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	5	Grade 9-10 Reading Standards for Literature [RL]         Craft and Structure         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.         Grade 9-10 Reading Standards         Grade 9-10 Reading Standards for Informational Text [RI]
SPECIFIC SSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC		Grade 9-10 Reading Standards for Literature [RL]         Craft and Structure         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.         Grade 9-10 Reading Standards         Grade 9-10 Reading Standards         Key Ideas and Details         Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences
SPECIFIC INDICATOR GSE ST EM SPECIFIC INDICATOR COMAIN ST AT EMENT OF ENDURING GSE ST EM SPECIFIC INDICATOR	1	Grade 9-10 Reading Standards for Literature [RL]         Craft and Structure         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.         Grade 9-10 Reading Standards         Grade 9-10 Reading Standards for Informational Text [RI]         Key Ideas and Details         Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.         Determine a central idea of a text and analyze its development over the course of the text, including how it emerges

ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

DOMAIN

Grade 9-10 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	
GSE STEM		for citation. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research,
		for citation. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN ST AT EMENT OF ENDURING		for citation. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed. <b>Grade 9-10 Writing Standards [W]</b>

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
INDICATOR	1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN	1	Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	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.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC	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.
SPECIFIC INDICATOR	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.
SPECIFIC	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
		UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98
		UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98 Rhode Island World-Class Standards
		UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98
DOMAIN		UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98 Rhode Island World-Class Standards Language Arts
DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE		UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98 Rhode Island World-Class Standards Language Arts Grade 9 - Adopted: 2021
ST AT EMENT OF ENDURING	1	UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98 Rhode Island World-Class Standards Language Arts Grade 9 - Adopted: 2021 College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE	1	UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98  Rhode Island World-Class Standards Language Arts Grade 9 - Adopted: 2021  College and Career Readiness Anchor Standards for Reading  Key Ideas and Details  Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual
ST AT EMENT OF ENDURING KNOWLEDGE		UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98  Rhode Island World-Class Standards Language Arts Grade 9 - Adopted: 2021  College and Career Readiness Anchor Standards for Reading  Key Ideas and Details  Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM		UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98  Rhode Island World-Class Standards Language Arts Grade 9 - Adopted: 2021  College and Career Readiness Anchor Standards for Reading  Key Ideas and Details  Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN ST AT EMENT OF ENDURING		UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98  Rho de Island World-Class Standards Language Arts Grade 9 - Adopted: 2021  College and Career Readiness Anchor Standards for Reading  Key Ideas and Details  Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
SPECIFIC INDICATOR	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 a text.
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
SPECIFIC INDICATOR	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 an appropriate progression of experiences or events.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

SPECIFIC INDICATOR	3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English

GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
INDICATOR	1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112
		Rhode Island World-Class Standards
		Language Arts
		Grade 9 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
OF ENDURING	8	Research to Build and Present Knowledge When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OF ENDURING KNOWLEDGE	8 9	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility
OF ENDURING KNOWLEDGE		When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OF ENDURING KNOWLEDGE GSE STEM GSE STEM		When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN ST AT EMENT OF ENDURING		When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. College and Career Readiness Anchor Standards for Writing
OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE	9	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.         Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.         College and Career Readiness Anchor Standards for Writing         Range of Writing         Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM	9	<ul> <li>When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.</li> <li>College and Career Readiness Anchor Standards for Writing</li> <li>Range of Writing</li> <li>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ul>
OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN ST AT EMENT OF ENDURING	9	<ul> <li>When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.</li> <li>College and Career Readiness Anchor Standards for Writing</li> <li>Range of Writing</li> <li>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> <li>College and Career Readiness Anchor Standards for Speaking and Listening</li> </ul>

ST AT EMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
SPECIFIC INDICATOR	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 a text.
	2 3	
INDICATOR	2 3	and is shaped and refined by specific details; provide an objective summary of a text. Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are
INDICATOR SPECIFIC INDICATOR	2	and is shaped and refined by specific details; provide an objective summary of a text. Analyze how an 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 presence or absence of connections between them.
INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	2	and is shaped and refined by specific details; provide an objective summary of a text. Analyze how an 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 presence or absence of connections between them. Grade 9-10 Reading Standards
INDICATOR SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE	2 3 4	and is shaped and refined by specific details; provide an objective summary of a text. Analyze how an 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 presence or absence of connections between them. Grade 9-10 Reading Standards Grade 9-10 Reading Standards for Informational Text [RI]
INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	3	and is shaped and refined by specific details; provide an objective summary of a text.  Analyze how an 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 presence or absence of connections between them.  Grade 9-10 Reading Standards  Grade 9-10 Reading Standards for Informational Text [RI]  Craft and Structure  Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to
INDICATOR SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR	3	and is shaped and refined by specific details; provide an objective summary of a text. Analyze how an 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 presence or absence of connections between them. Grade 9-10 Reading Standards Grade 9-10 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	3	and is shaped and refined by specific details; provide an objective summary of a text. Analyze how an 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 presence or absence of connections between them. Grade 9-10 Reading Standards Grade 9-10 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Grade 9-10 Reading Standards

DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
DOMAIN		Grade 9-10 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
INDICATOR	1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English

GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
		One des 0, 40 Des dies Standards fan Literes vin the Oentent Ansee Uistemdoe siel Studies (DOA UI

ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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 a text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
SPECIFIC INDICATOR	5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

SPECIFIC INDICATOR	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.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
SPECIFIC INDICATOR	9	Compare and contrast treatments of the same topic in several primary and secondary sources.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge

GSE STEM	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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126
		Rhode Island World-Class Standards Language Arts Grade 9 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
OF ENDURING		Grade 9-10 Reading Standards for Informational Text [RI] Key Ideas and Details
OF ENDURING KNOWLEDGE	1	
OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC	1	Key Ideas and Details         Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences
OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR SPECIFIC		Key Ideas and Details         Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.         Determine a central idea of a text and analyze its development over the course of the text, including how it emerges
OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC	2	Key Ideas and Details         Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.         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 a text.         Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are
OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	2	Key Ideas and Details         Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.         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 a text.         Analyze how an 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 presence or absence of connections between them.
OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING	2	Key Ideas and Details         Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.         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 a text.         Analyze how an 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 presence or absence of connections between them.         Grade 9-10 Reading Standards

ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

DOMAIN Grade 9-10 Writing Standards [W]

ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM		Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

DOMAIN

Grade 9-10 Writing Standards [W]

ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SPECIFIC	2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.

INDICATOR	1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or
		presentations.

DOMAIN Grade 9-10 Language Standards [L]

KNOWLEDGE	
	onstrate command of the conventions of standard English capitalization, punctuation, and ling when writing.

SPECIFIC 2.c. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue). INDICATOR

DOMAIN Grade 9-10 Language Standards [L]

ST AT EMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
SPECIFIC INDICATOR	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.

DOMAIN Grade 9-10 Language Standards [L]

Key Ideas and Details

GSE STEM

ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM		Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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 a text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
SPECIFIC INDICATOR	5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
SPECIFIC INDICATOR	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.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Integration of Knowledge and Ideas
COL OT LIN		
SPECIFIC	7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
SPECIFIC	7 9	
SPECIFIC INDICATOR SPECIFIC		Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
SPECIFIC INDICATOR SPECIFIC INDICATOR		Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. Compare and contrast treatments of the same topic in several primary and secondary sources.
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING		Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. Compare and contrast treatments of the same topic in several primary and secondary sources. Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE		Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. Compare and contrast treatments of the same topic in several primary and secondary sources. Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC	9	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. Compare and contrast treatments of the same topic in several primary and secondary sources. Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR	9	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. Compare and contrast treatments of the same topic in several primary and secondary sources. Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING	9	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. Compare and contrast treatments of the same topic in several primary and secondary sources. Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical

SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
	1.d.	
INDICATOR	1.d.	attending to the norms and conventions of the discipline in which they are writing.
INDICATOR DOMAIN ST AT EMENT OF ENDURING	1.d. 2	attending to the norms and conventions of the discipline in which they are writing. Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE		attending to the norms and conventions of the discipline in which they are writing. Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA] Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific
INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	2	attending to the norms and conventions of the discipline in which they are writing.         Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]         Text Types and Purposes         Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.         Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding
INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	<b>2</b> 2.a.	attending to the norms and conventions of the discipline in which they are writing.         Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]         Text Types and Purposes         Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.         Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.         Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC	<b>2</b> 2.a. 2.b.	attending to the norms and conventions of the discipline in which they are writing.         Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]         Text Types and Purposes         Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.         Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.         Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.         Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style
INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC	<b>2</b> 2.a. 2.b. 2.d.	attending to the norms and conventions of the discipline in which they are writing.         Grades 9-10 Writing Standards for Literacy in the Content Areas [WCA]         Text Types and Purposes         Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.         Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.         Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.         Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to audience and purpose (e.g., formal for academic writing) while

ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132
		Rhode Island World-Class Standards
		Language Arts Grade 9 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading

ST AT EMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge

GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
ST AT EMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
ST AT EMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM		
GSE STEW	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.
DOMAIN	6	reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
	6	reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
DOMAIN STATEMENT OF ENDURING	6	reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. Grade 9-10 Reading Standards

SPECIFIC INDICATOR	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 a text.
SPECIFIC INDICATOR	3	Analyze how an 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 presence or absence of connections between them.
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
DOMAIN		Grade 9-10 Writing Standards [W]
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Writing Standards [W] Text Types and Purposes
ST AT EMENT OF ENDURING	1	
ST AT EMENT OF ENDURING KNOWLEDGE	<b>1</b> 1.d.	Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an
ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM		Text Types and Purposes         Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.         Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while
ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR		Text Types and Purposes         Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.         Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING		Text Types and Purposes         Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.         Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.         Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE	1.d.	Text Types and Purposes         Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.         Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.         Grade 9-10 Writing Standards [W]         Text Types and Purposes         Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the

SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 9-10 Writing Standards [W]

ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
INDICATOR	1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.

SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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 a text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
SPECIFIC	5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
SPECIFIC	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.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC	7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
SPECIFIC INDICATOR	9	Compare and contrast treatments of the same topic in several primary and secondary sources.

STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]

ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing

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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		Rhode Island World-Class Standards
		Language Arts Grade 9 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, 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.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR	1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
INDICATOR	1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 9-10 Language Standards [L]
		Grade 5-10 Language Standard's [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
ST AT EMENT OF ENDURING	6	
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM		Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN ST AT EMENT OF ENDURING		Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE	6	Vocabulary Acquisition and Use         Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;         independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10         Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)         Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]         Text Types and Purposes
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC	6	Vocabulary Acquisition and Use         Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;         independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10         Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)         Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]         Text Types and Purposes         Write arguments focused on discipline-specific content.         Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR	6	Vocabulary Acquisition and Use         Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;         independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10         Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)         Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]         Text Types and Purposes         Write arguments focused on discipline-specific content.         Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

SPECIFIC INDICATOR	2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
SPECIFIC INDICATOR	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).
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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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Rhode Island World-Class Standards Language Arts Grade 9 - Adopted: 2021

DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
ST AT EMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, 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.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
INDICATOR	1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN		Grade 9-10 Language Standards [L]

ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA] Text Types and Purposes
ST AT EMENT OF ENDURING	1	· · · ·
STATEMENT OF ENDURING KNOWLEDGE	1 1.d.	Text Types and Purposes
STATEMENT OF ENDURING KNOWLEDGE GSE STEM		Text Types and Purposes         Write arguments focused on discipline-specific content.         Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR		Text Types and Purposes         Write arguments focused on discipline-specific content.         Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING		Text Types and Purposes         Write arguments focused on discipline-specific content.         Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.         Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE	1.d.	Text Types and Purposes         Write arguments focused on discipline-specific content.         Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.         Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]         Text Types and Purposes         Write informative/explanatory texts, including the narration of historical events, scientific
ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM	1.d. 2	Text Types and Purposes         Write arguments focused on discipline-specific content.         Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.         Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]         Text Types and Purposes         Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.         Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
SPECIFIC INDICATOR	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).
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
		UNIT 7: INVENTIVE WRITING Week 15 Page 145-160
		Rhode Island World-Class Standards Language Arts Grade 9 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
GSE STEM	6	Assess how point of view or purpose shapes the content and style of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing

ST AT EMENT OF ENDURING		Research to Build and Present Knowledge
KNOWLEDGE		
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
ST AT EMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Convention of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]

GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
SPECIFIC INDICATOR	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 a text.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	6	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
SPECIFIC INDICATOR	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 an appropriate progression of experiences or events.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
SPECIFIC	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in
INDICATOR	5.5.	Language Standards 4–6 up to and including grades 9–10).
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	0.0.	Language Standards 4–6 up to and including grades 9–10).
DOMAIN STATEMENT OF ENDURING	6	Language Standards 4–6 up to and including grades 9–10). Grade 9-10 Writing Standards [W]
DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE		Language Standards 4–6 up to and including grades 9–10). Grade 9-10 Writing Standards [W] Production and Distribution of Writing Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display
DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM		Language Standards 4–6 up to and including grades 9–10).         Grade 9-10 Writing Standards [W]         Production and Distribution of Writing         Use technology, including current web-based communication platforms, 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.
DOMAIN  ST AT EMENT OF ENDURING KNOWLEDGE  GSE STEM  DOMAIN  ST AT EMENT OF ENDURING		Language Standards 4–6 up to and including grades 9–10).         Grade 9-10 Writing Standards [W]         Production and Distribution of Writing         Use technology, including current web-based communication platforms, 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 9-10 Writing Standards [W]

STATEMENT		Range of Writing
OF ENDURING KNOWLEDGE		
GSE STEM	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.
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
INDICATOR		context or in a dictionary).
		context or in a dictionary). Grade 9-10 Language Standards [L]
DOMAIN STATEMENT OF ENDURING	6	Grade 9-10 Language Standards [L]
DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE	6	Grade 9-10 Language Standards [L]         Vocabulary Acquisition and Use         Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying
DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM	6	Grade 9-10 Language Standards [L] Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
DOMAIN  ST AT EMENT OF ENDURING KNOWLEDGE  GSE STEM  DOMAIN  ST AT EMENT OF ENDURING	6	Grade 9-10 Language Standards [L] Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
DOMAIN  ST AT EMENT OF ENDURING KNOWLEDGE  GSE STEM  DOMAIN  ST AT EMENT OF ENDURING KNOWLEDGE	6	Grade 9-10 Language Standards [L]         Vocabulary Acquisition and Use         Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)         Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards         Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
DOMAIN  STATEMENT GF ENDURING CSE STEM  DOMAIN  STATEMENT GF ENDURING CNOWLEDGEE  GSE STEM  SPECIFIC		Grade 9-10 Language Standards [L]         Vocabulary Acquisition and Use         Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10         Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)         Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards         Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]         Craft and Structure         Compare the point of view of two or more authors for how they treat the same or similar topics, including which

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.

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

Rhode Island World-Class Standards

Language Arts

Grade 9 - Adopted: 2021

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

STATEMENT		Range of Reading and Level of Text Complexity
OF ENDURING KNOWLEDGE		
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT		Research to Build and Present Knowledge
OF ENDURING KNOWLEDGE		
	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
KNOWLEDGE	7 8	
KNOWLEDGE		understanding of the subject under investigation. When conducting research, gather relevant information from multiple print and digital sources, assess the credibility
KNOWLEDGE GSE STEM GSE STEM	8	understanding of the subject under investigation. When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
KNOWLEDGE         GSE STEM         GSE STEM         GSE STEM	8	understanding of the subject under investigation. When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
KNOWLEDGE GSE STEM GSE STEM GSE STEM DOMAIN ST AT EMENT OF ENDURING	8	understanding of the subject under investigation. When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. <b>College and Career Readiness Anchor Standards for Writing</b>
KNOWLEDGE         GSE STEM         GSE STEM         GSE STEM         DOMAIN         STAT EMENT OF ENDURING KNOWLEDGE	8 9	understanding of the subject under investigation. When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. College and Career Readiness Anchor Standards for Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
KNOWLEDGE         GSE STEM         GSE STEM         GSE STEM         DOMAIN         STAT EMENT OF ENDURING KNOWLEDGE         GSE STEM	8 9	understanding of the subject under investigation. When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. College and Career Readiness Anchor Standards for Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
SPECIFIC INDICATOR	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 a text.
SPECIFIC INDICATOR	3	Analyze how an 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 presence or absence of connections between them.
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
INDICATOR	1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	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.

Grade 9-10 Language Standards [L]

DOMAIN

SPECIFIC INDICATOR	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 a text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
SPECIFIC INDICATOR	5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
GSE STEM SPECIFIC INDICATOR	2 2.a.	
SPECIFIC		procedures/experiments, or technical processes. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding
SPECIFIC INDICATOR SPECIFIC	2.a.	procedures/experiments, or technical processes.         Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.         Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC	2.a. 2.b.	procedures/experiments, or technical processes.         Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.         Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.         Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC	2.a. 2.b. 2.d.	procedures/experiments, or technical processes.         Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.         Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.         Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.         Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC	2.a. 2.b. 2.d. 2.e.	procedures/experiments, or technical processes.         Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.         Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.         Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.         Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) 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 information or explanation presented
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	2.a. 2.b. 2.d. 2.e.	procedures/experiments, or technical processes.         Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.         Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.         Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.         Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) 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 information or explanation presented (e.g., articulating implications or the significance of the topic).

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
		UNIT 8: FORMAL ESSAY MODELS Week 17 Page 183-194
		Rhode Island World-Class Standards Language Arts Grade 9 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.

GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
ST AT EMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	6	
		analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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
GSE STEM		analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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.
GSE STEM DOMAIN ST AT EMENT OF ENDURING		analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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. Grade 9-10 Reading Standards
GSE STEM DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE		analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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. Grade 9-10 Reading Standards Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC	6	analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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. Grade 9-10 Reading Standards Grade 9-10 Reading Standards for Informational Text [RI] Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences

DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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 or deemphasized in each account.
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
SPECIFIC INDICATOR	1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes

GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	8	When conducting research, 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.

GSE STEM	9	applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
INDICATOR	1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN		Grade 9-10 Language Standards [L]
DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Language Standards [L] Conventions of Standard English
ST AT EMENT OF ENDURING	2	
ST AT EMENT OF ENDURING KNOWLEDGE	<b>2</b> 2.c.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
STATEMENT OF ENDURING KNOWLEDGE GSE STEM		Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR		Conventions of Standard English         Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING		Conventions of Standard English          Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).         Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE	2.c.	Conventions of Standard English          Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).         Grade 9-10 Language Standards [L]         Knowledge of Language         Apply knowledge of language to understand how language functions in different contexts, to make
ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC	2.c. 3	Conventions of Standard English          Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).         Grade 9-10 Language Standards [L]         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.         Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual
ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR	2.c. 3	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue). Grade 9-10 Language Standards [L] 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. 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.

Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research,

GSE STEM

9

GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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 a text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
SPECIFIC INDICATOR	5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
SPECIFIC INDICATOR	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.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Integration of Knowledge and Ideas

	7	
SPECIFIC INDICATOR	7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
SPECIFIC INDICATOR	9	Compare and contrast treatments of the same topic in several primary and secondary sources.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims/critiques, and create an organization that establishes clear relationships among the claim(s), counterclaims/critiques, reasons, and evidence.
SPECIFIC INDICATOR	1.b.	Develop claim(s) and counterclaims/critiques fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
SPECIFIC INDICATOR	1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)

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ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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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Rhode Island World-Class Standards

Language Arts

		Language Arts Grade 9 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
ST AT EMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language

ST AT EMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
SPECIFIC INDICATOR	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 a text.
	2 3	
INDICATOR	2	and is shaped and refined by specific details; provide an objective summary of a text. Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are
INDICATOR SPECIFIC INDICATOR	2	and is shaped and refined by specific details; provide an objective summary of a text. Analyze how an 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 presence or absence of connections between them.
INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	2	and is shaped and refined by specific details; provide an objective summary of a text. Analyze how an 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 presence or absence of connections between them. Grade 9-10 Reading Standards
INDICATOR SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE	2 3	and is shaped and refined by specific details; provide an objective summary of a text. Analyze how an 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 presence or absence of connections between them. Grade 9-10 Reading Standards Grade 9-10 Reading Standards for Informational Text [RI]
INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	3	and is shaped and refined by specific details; provide an objective summary of a text.  Analyze how an 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 presence or absence of connections between them.  Grade 9-10 Reading Standards  Grade 9-10 Reading Standards for Informational Text [RI]  Craft and Structure  Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to
INDICATOR SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR	3	and is shaped and refined by specific details; provide an objective summary of a text. Analyze how an 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 presence or absence of connections between them. Grade 9-10 Reading Standards Grade 9-10 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	3	and is shaped and refined by specific details; provide an objective summary of a text. Analyze how an 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 presence or absence of connections between them. Grade 9-10 Reading Standards Grade 9-10 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Grade 9-10 Reading Standards

## DOMAIN

## Grade 9-10 Writing Standards [W]

ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
SPECIFIC INDICATOR	1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

DOMAIN

Grade 9-10 Writing Standards [W]

ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SPECIFIC INDICATOR	2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]

ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use a colon to introduce a list or quotation.

SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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 a text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
SPECIFIC INDICATOR	5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
SPECIFIC INDICATOR	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.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
SPECIFIC INDICATOR	9	Compare and contrast treatments of the same topic in several primary and secondary sources.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims/critiques, and create an organization that establishes clear relationships among the claim(s), counterclaims/critiques, reasons, and evidence.
SPECIFIC INDICATOR	1.b.	Develop claim(s) and counterclaims/critiques fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
SPECIFIC INDICATOR	1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

SPECIFIC INDICATOR	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).
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 207-219
		Rhode Island World-Class Standards
		Language Art s Grade 9 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
SPECIFIC INDICATOR	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 a text.
SPECIFIC INDICATOR	3	Analyze how an 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 presence or absence of connections between them.
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 9-10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
GSE STEM SPECIFIC INDICATOR	10	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
SPECIFIC	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures,
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	10 1	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE		Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. Grade 9-10 Writing Standards [W] Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	1	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. Grade 9-10 Writing Standards [W] Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR	1	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. Grade 9-10 Writing Standards [W] Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	1	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. Grade 9-10 Writing Standards [W] Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. Grade 9-10 Writing Standards [W]

SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM SPECIFIC INDICATOR	<b>5</b> 5.a.	
SPECIFIC		approach, focusing on addressing what is most significant for a specific purpose and audience.
SPECIFIC INDICATOR SPECIFIC	5.a.	approach, focusing on addressing what is most significant for a specific purpose and audience.         Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).         Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in the second sec
SPECIFIC INDICATOR SPECIFIC INDICATOR	5.a.	approach, focusing on addressing what is most significant for a specific purpose and audience.         Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).         Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING	5.a.	approach, focusing on addressing what is most significant for a specific purpose and audience.         Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).         Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).         Grade 9-10 Writing Standards [W]
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	5.a.	approach, focusing on addressing what is most significant for a specific purpose and audience.         Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).         Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).         Grade 9-10 Writing Standards [W]         Production and Distribution of Writing         Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM	5.a.	approach, focusing on addressing what is most significant for a specific purpose and audience.         Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).         Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).         Grade 9-10 Writing Standards [W]         Production and Distribution of Writing         Use technology, including current web-based communication platforms, 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.

GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
INDICATOR	1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use a colon to introduce a list or quotation.
SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.

SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	3.b.	Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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 a text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
STATEMENT		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STATEMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
SPECIFIC INDICATOR	5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

DOMAIN	I
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## Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards

		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
	2	
INDICATOR		explanations or descriptions. Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process,
INDICATOR SPECIFIC INDICATOR		explanations or descriptions. Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING		explanations or descriptions. Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text. Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical
INDICATOR SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE		explanations or descriptions. Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text. Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
INDICATOR SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC	2	explanations or descriptions. Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text. Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] Craft and Structure Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10
INDICATOR SPECIFIC INDICATOR DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICATOR	2	explanations or descriptions. Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text. Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] Craft and Structure Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING COMAIN SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	2	explanations or descriptions. Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text. Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] Craft and Structure Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical

Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
SPECIFIC INDICATOR	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).
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.

GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
		UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236
		Rhode Island World-Class Standards
		Language Art s Grade 9 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
GSE STEM	6	Assess how point of view or purpose shapes the content and style of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
ST AT EMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language

ST AT EMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
SPECIFIC INDICATOR	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 a text.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	6	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and
INDICATOR		perspectives and exhibiting complexity appropriate for the grade/course.

DOMAIN Grade 9-10 Writing Standards [W]

ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SPECIFIC	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

DOMAIN

Grade 9-10 Writing Standards [W]

ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
SPECIFIC INDICATOR	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 an appropriate progression of experiences or events.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 9-10 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 9-10 Writing Standards [W]
DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Writing Standards [W] Range of Writing
ST AT EMENT OF ENDURING	10	
STATEMENT OF ENDURING KNOWLEDGE	10	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM	10	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.
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN ST AT EMENT OF ENDURING	10	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.         Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE		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.         Grade 9-10 Language Standards [L]         Conventions of Standard English         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9-10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC		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.         Grade 9-10 Language Standards [L]         Conventions of Standard English         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9-10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE ST EM SPECIFIC INDICAT OR	1	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.         Grade 9-10 Language Standards [L]         Conventions of Standard English         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9-10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)         Sentence Structure, Variety, and Meaning         Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	3.b.	Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
	2	Write informative/explanatory texts, including the narration of historical events, scientific
GSE STEM	-	procedures/experiments, or technical processes.

DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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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		Rhode Island World-Class Standards
		Language Art s Grade 9 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Craft and Structure

GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
GSE STEM	6	Assess how point of view or purpose shapes the content and style of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing

ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
SPECIFIC INDICATOR	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 a text.
SPECIFIC INDICATOR	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.
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]

GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	6	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.
DOMAIN		Grade 9-10 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
SPECIFIC INDICATOR	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 an appropriate progression of experiences or events.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 9-10 Writing Standards [W]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 9-10 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
INDICATOR	1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN		Grade 9-10 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	3.b.	Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).
DOMAIN		Grade 9-10 Language Standards [L]
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 9-10 Language Standards [L]

ST AT EMENT OF ENDURING		Vocabulary Acquisition and Use
KNOWLEDGE		
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GSE STEM	6	Use technology, including current web-based communication platforms, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, 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.
DOMAIN		Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
ST AT EMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.