

## 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**

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.
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**

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
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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.
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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**DOMAIN** College and Career Readiness Anchor Standards for Writing

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN** College and Career Readiness Anchor Standards for Writing

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**DOMAIN** College and Career Readiness Anchor Standards for Writing

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** College and Career Readiness Anchor Standards for Speaking and Listening

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** College and Career Readiness Anchor Standards for Language

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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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.
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**DOMAIN** College and Career Readiness Anchor Standards for Language

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

SPECIFIC INDICATOR	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 meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>2</b>	<b>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.</b>
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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.
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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.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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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).
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**DOMAIN**                      **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>3</b>	<b>Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.</b>
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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.
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SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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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.
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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.
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**DOMAIN**                      **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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.)
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**DOMAIN**                      **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
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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).
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**DOMAIN**                      **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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.
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**DOMAIN**                      **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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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.
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**DOMAIN**                      **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN**                      **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.)</b>
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<b>SPECIFIC INDICATOR</b>		<b>Sentence Structure, Variety, and Meaning</b>
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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.
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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.
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**DOMAIN**                      **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
<b>GSE STEM</b>	<b>3</b>	<b>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.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>4</b>	<b>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.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

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.
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	2	<b>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.</b>

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.
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>3</b>	<b>Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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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.
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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GSE STEM	1	<b>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.)</b>
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<b>SPECIFIC INDICATOR</b>		<b>Sentence Structure, Variety, and Meaning</b>
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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.
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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.
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**DOMAIN** **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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]

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
<b>GSE STEM</b>	<b>3</b>	<b>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.</b>

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]

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>4</b>	<b>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.</b>

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]

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>

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]

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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**

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		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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
GSE STEM		<b>Key Ideas and Details</b>

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.
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
GSE STEM		<b>Craft and Structure</b>

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.)
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**DOMAIN** **Grade 9-10 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
GSE STEM		<b>Range of Reading and Level of Text Complexity</b>

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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Production and Distribution of Writing</b>
GSE STEM	5	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Production and Distribution of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
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**DOMAIN** **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GSE STEM</b>	<b>4</b>	<b>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.</b>
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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.
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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).
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**DOMAIN** **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.)
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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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.
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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.
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**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.
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SPECIFIC INDICATOR	5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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**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.
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**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.
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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.
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**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.
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**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.
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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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.
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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.
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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
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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.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
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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.
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
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GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** College and Career Readiness Anchor Standards for Speaking and Listening

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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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.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** College and Career Readiness Anchor Standards for Speaking and Listening

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>GSE STEM</b>	<b>4</b>	<b>Present information, findings, and supporting evidence such that:</b>
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<b>SPECIFIC INDICATOR</b>		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
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**DOMAIN** College and Career Readiness Anchor Standards for Speaking and Listening

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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GSE STEM	6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**DOMAIN** College and Career Readiness Anchor Standards for Language

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Convention of Standard English</b>
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN** College and Career Readiness Anchor Standards for Language

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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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.
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**DOMAIN** College and Career Readiness Anchor Standards for Language

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**DOMAIN**                      **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

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.
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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.
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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.
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**DOMAIN**                      **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

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.)
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**DOMAIN**                      **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

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.
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**DOMAIN**                      **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	2	<b>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.</b>

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.
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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.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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.)
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>
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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).
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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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.
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Speaking and Listening Standards [SL]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>4</b>	<b>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.</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

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.
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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.
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**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.
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SPECIFIC INDICATOR	5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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**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.
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**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.
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**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.
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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.
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**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]
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<b>GSE STEM</b>		<b>Craft and Structure</b>
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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.
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**DOMAIN**                      **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
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<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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**DOMAIN**                      **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
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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.
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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.
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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.
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**DOMAIN**                      **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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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.
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**DOMAIN**                      **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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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.
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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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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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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**DOMAIN** **Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.</b>
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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.)
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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.
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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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**DOMAIN** **Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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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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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
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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.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
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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.
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
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GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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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.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>GSE STEM</b>	<b>4</b>	<b>Present information, findings, and supporting evidence such that:</b>
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<b>SPECIFIC INDICATOR</b>		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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GSE STEM	6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Convention of Standard English</b>
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN****College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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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.
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**DOMAIN****College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**DOMAIN****Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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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.
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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.
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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.
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**DOMAIN****Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Craft and Structure</b>
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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.)
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**DOMAIN****Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>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.</b>

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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>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.</b>

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.
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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.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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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.
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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).
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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.)
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
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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).
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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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.
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Speaking and Listening Standards [SL]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.</b>
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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.
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**DOMAIN** **Grade 9-10 Speaking and Listening Standards [SL]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.)
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**DOMAIN**                      **Grade 9-10 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	<b>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.)</b>
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SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
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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.
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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.
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**DOMAIN**                      **Grade 9-10 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
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**DOMAIN**                      **Grade 9-10 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	<b>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.</b>
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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.
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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).
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**DOMAIN**                      **Grade 9-10 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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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.)
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**DOMAIN**                      **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

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.
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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.
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**DOMAIN**                      **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

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.
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SPECIFIC INDICATOR	5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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**DOMAIN**                      **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>

SPECIFIC INDICATOR	7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
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**DOMAIN**                      **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
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**DOMAIN**                      **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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.
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**DOMAIN Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
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<b>GSE STEM</b>		<b>Craft and Structure</b>
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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.
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**DOMAIN Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
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<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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**DOMAIN Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>1</b>	<b>Write arguments focused on discipline-specific content.</b>
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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.
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**DOMAIN Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
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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.
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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.
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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.
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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]**

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.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.
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**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.

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

**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.
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**

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
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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
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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
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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
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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
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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
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GSE STEM</b>	4	<b>Present information, findings, and supporting evidence such that:</b>

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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Convention of Standard English</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>3</b>	<b>Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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]

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>
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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]

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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]

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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]

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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]

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.)</b>
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<b>SPECIFIC INDICATOR</b>		<b>Sentence Structure, Variety, and Meaning</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GSE STEM</b>	<b>4</b>	<b>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.</b>
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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
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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.)
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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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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.
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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.
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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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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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**DOMAIN** **Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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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.
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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.
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**DOMAIN** **Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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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.
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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.
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

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	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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN** College and Career Readiness Anchor Standards for Writing

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**DOMAIN** College and Career Readiness Anchor Standards for Writing

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** College and Career Readiness Anchor Standards for Speaking and Listening

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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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.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** College and Career Readiness Anchor Standards for Speaking and Listening

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>GSE STEM</b>	<b>4</b>	<b>Present information, findings, and supporting evidence such that:</b>
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<b>SPECIFIC INDICATOR</b>		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
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**DOMAIN** College and Career Readiness Anchor Standards for Speaking and Listening

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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GSE STEM	6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Convention of Standard English</b>
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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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.
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Craft and Structure</b>
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
GSE STEM		<b>Range of Reading and Level of Text Complexity</b>

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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Text Types and Purposes</b>
GSE STEM	<b>3</b>	<b>Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.</b>

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.
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SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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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.
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Production and Distribution of Writing</b>
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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.)
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Production and Distribution of Writing</b>
GSE STEM	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
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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).
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Production and Distribution of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Research to Build and Present Knowledge</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Range of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Comprehension and Collaboration</b>
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GSE STEM	1	<b>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.</b>
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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.
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**DOMAIN** **Grade 9-10 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Presentation of Knowledge and Ideas</b>
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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.)
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**DOMAIN** **Grade 9-10 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.)</b>
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<b>SPECIFIC INDICATOR</b>		<b>Sentence Structure, Variety, and Meaning</b>
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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.
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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.
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**DOMAIN** **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
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**DOMAIN** **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GSE STEM</b>	<b>4</b>	<b>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.</b>
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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.
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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).
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**DOMAIN** **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.)
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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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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**DOMAIN**                      **Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.</b>
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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.
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**DOMAIN**                      **Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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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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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
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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.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
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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.
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
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GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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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.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>GSE STEM</b>	<b>4</b>	<b>Present information, findings, and supporting evidence such that:</b>
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<b>SPECIFIC INDICATOR</b>		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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GSE STEM	6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Convention of Standard English</b>
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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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.
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Craft and Structure</b>
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>3</b>	<b>Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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**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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.)</b>
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<b>SPECIFIC INDICATOR</b>		<b>Sentence Structure, Variety, and Meaning</b>
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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]**



<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>4</b>	<b>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.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>1</b>	<b>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.</b>
<b>SPECIFIC INDICATOR</b>	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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>4</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 purpose, audience, and task.
<b>GSE STEM</b>	<b>6</b>	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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
<b>GSE STEM</b>	<b>1</b>	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.
<b>GSE STEM</b>	<b>2</b>	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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
<b>GSE STEM</b>	<b>4</b>	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.
<b>GSE STEM</b>	<b>5</b>	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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
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GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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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.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** College and Career Readiness Anchor Standards for Language

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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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.
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**DOMAIN** College and Career Readiness Anchor Standards for Language

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**DOMAIN** Grade 9-10 Reading Standards

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

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.
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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.
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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.
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**DOMAIN** Grade 9-10 Reading Standards

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

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.)
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**DOMAIN**                      **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>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.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>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.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
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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).
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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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.
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Speaking and Listening Standards [SL]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.</b>
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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.)
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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.
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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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**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.
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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.
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**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).
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**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.
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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).
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**DOMAIN** **Grade 9-10 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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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.)
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**DOMAIN****Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>

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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

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.
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**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.
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**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.
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**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.
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**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.
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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.
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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.
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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.
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**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]**

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	<b>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.</b>
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.

## 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
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**DOMAIN**                      **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

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.
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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.
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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.
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**DOMAIN**                      **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

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.)
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**DOMAIN**                      **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

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.
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**DOMAIN**                      **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	1	<b>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.</b>

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.
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**DOMAIN**                      **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>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.</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Speaking and Listening Standards [SL]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.</b>
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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.)
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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.
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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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**DOMAIN** **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.)</b>
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<b>SPECIFIC INDICATOR</b>		<b>Sentence Structure, Variety, and Meaning</b>
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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.
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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.
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**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).
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**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.
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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).
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**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		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.
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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.
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**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]
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<b>GSE STEM</b>		<b>Craft and Structure</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
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<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
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<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
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<b>GSE STEM</b>		<b>Craft and Structure</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
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<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>1</b>	<b>Write arguments focused on discipline-specific content.</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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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**DOMAIN** **Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.</b>
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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.)
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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.
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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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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
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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.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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**DOMAIN** College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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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

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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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
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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
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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
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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
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN**                      **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**DOMAIN**                      **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Craft and Structure</b>
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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.
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**DOMAIN**                      **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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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.
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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.
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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.
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**DOMAIN**                      **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>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.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>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.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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]

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>
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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]

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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]

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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]

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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]

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>1</b>	<b>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.)</b>
<b>SPECIFIC INDICATOR</b>		<b>Sentence Structure, Variety, and Meaning</b>
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.
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**DOMAIN** **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
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**DOMAIN** **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>4</b>	<b>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.</b>

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.
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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).
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**DOMAIN** **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.)
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>



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.
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**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.
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**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.
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**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.
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**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.
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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.
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**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.
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
GSE STEM		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Text Types and Purposes</b>
GSE STEM	1	<b>Write arguments focused on discipline-specific content.</b>

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

STATEMENT OF ENDURING KNOWLEDGE		<b>Text Types and Purposes</b>
GSE STEM	2	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

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

STATEMENT OF ENDURING KNOWLEDGE		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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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.
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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.
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**DOMAIN**                      **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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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.
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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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**DOMAIN**                      **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
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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.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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**DOMAIN**                      **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
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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.
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**DOMAIN**                      **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
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GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>3</b>	<b>Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.</b>
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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.
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SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Production and Distribution of Writing</b>
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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.)
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Production and Distribution of Writing</b>
GSE STEM	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
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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).
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Production and Distribution of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Research to Build and Present Knowledge</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Range of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.)</b>
<b>SPECIFIC INDICATOR</b>		<b>Sentence Structure, Variety, and Meaning</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>4</b>	<b>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.</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
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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.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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**DOMAIN**                      **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
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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.
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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.
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**DOMAIN**                      **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
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GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
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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.
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**DOMAIN**                      **College and Career Readiness Anchor Standards for Reading**



STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
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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
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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
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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
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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
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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
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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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.
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Craft and Structure</b>
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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.)
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**DOMAIN**                      **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>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.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>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.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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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.
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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GSE STEM	1	<b>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.)</b>
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<b>SPECIFIC INDICATOR</b>		<b>Sentence Structure, Variety, and Meaning</b>
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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.
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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.
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**DOMAIN** **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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]

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>4</b>	<b>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.</b>

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]

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

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.
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**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.
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SPECIFIC INDICATOR	9	Compare and contrast treatments of the same topic in several primary and secondary sources.
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**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.
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**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.
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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.
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**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.
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**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.
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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>Write arguments focused on discipline-specific content.</b>

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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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.
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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.
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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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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.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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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.
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Craft and Structure</b>
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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.)
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>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.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>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.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
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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).
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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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.
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.)</b>
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<b>SPECIFIC INDICATOR</b>		<b>Sentence Structure, Variety, and Meaning</b>
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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.
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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.
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**DOMAIN**                      **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
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**DOMAIN**                      **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
<b>GSE STEM</b>	<b>3</b>	<b>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.</b>

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.
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**DOMAIN**                      **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>4</b>	<b>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.</b>

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.
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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).
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**DOMAIN**                      **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>6</b>	<b>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.)</b>

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>

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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
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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.
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
GSE STEM		<b>Craft and Structure</b>

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.
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
GSE STEM		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Text Types and Purposes</b>
GSE STEM	1	<b>Write arguments focused on discipline-specific content.</b>

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

STATEMENT OF ENDURING KNOWLEDGE		<b>Text Types and Purposes</b>
GSE STEM	2	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

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.
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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.
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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.
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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.
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**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]**

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.

**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**



<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
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.
<b>DOMAIN</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
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.
<b>DOMAIN</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
<b>DOMAIN</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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.
<b>DOMAIN</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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.
<b>DOMAIN</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>

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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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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.
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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		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
GSE STEM		<b>Craft and Structure</b>

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.)
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**DOMAIN** **Grade 9-10 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
GSE STEM		<b>Range of Reading and Level of Text Complexity</b>

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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Text Types and Purposes</b>
GSE STEM	1	<b>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.</b>

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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Text Types and Purposes</b>
GSE STEM	2	<b>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.</b>

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.
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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.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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.)
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
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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).
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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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.
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.)</b>
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<b>SPECIFIC INDICATOR</b>		<b>Sentence Structure, Variety, and Meaning</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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<b>GSE STEM</b>	<b>3</b>	<b>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.</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GSE STEM</b>	<b>4</b>	<b>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.</b>
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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).
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**DOMAIN** **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.)
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

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.
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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.
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

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.
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SPECIFIC INDICATOR	5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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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.
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>

SPECIFIC INDICATOR	7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
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SPECIFIC INDICATOR	9	Compare and contrast treatments of the same topic in several primary and secondary sources.
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**DOMAIN**                      **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>Write arguments focused on discipline-specific content.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
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GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>2</b>	<b>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.</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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.)
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
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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).
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.)</b>
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<b>SPECIFIC INDICATOR</b>		<b>Sentence Structure, Variety, and Meaning</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
<b>GSE STEM</b>	<b>3</b>	<b>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.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>6</b>	<b>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.)</b>

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>Write arguments focused on discipline-specific content.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

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]**

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	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.

**DOMAIN** College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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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

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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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
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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
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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

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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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
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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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>2</b>	<b>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.</b>
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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.
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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.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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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.
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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).
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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.)
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>
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<b>SPECIFIC INDICATOR</b>	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
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<b>SPECIFIC INDICATOR</b>	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).
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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<b>GSE STEM</b>	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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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<b>GSE STEM</b>	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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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<b>GSE STEM</b>	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN** **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.)</b>
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<b>SPECIFIC INDICATOR</b>		<b>Sentence Structure, Variety, and Meaning</b>
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<b>INDICATOR</b>	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.
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<b>INDICATOR</b>	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.
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**DOMAIN** **Grade 9-10 Language Standards [L]**



<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
<b>GSE STEM</b>	<b>3</b>	<b>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.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>Write arguments focused on discipline-specific content.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
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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.
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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.
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GSE STEM	6	Assess how point of view or purpose shapes the content and style of a text.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
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GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Convention of Standard English</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>
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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>
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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>3</b>	<b>Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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]

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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]

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>4</b>	<b>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.</b>

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]

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
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
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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
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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
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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
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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
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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
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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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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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.
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**DOMAIN** College and Career Readiness Anchor Standards for Language

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**DOMAIN** Grade 9-10 Reading Standards

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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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.
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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.
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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.
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**DOMAIN** Grade 9-10 Reading Standards

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Craft and Structure</b>
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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.)
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**DOMAIN** Grade 9-10 Reading Standards

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>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.</b>

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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>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.</b>

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.
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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.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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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.
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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).
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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.)
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
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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).
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**DOMAIN**                      **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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.
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**DOMAIN**                      **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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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.
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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.
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**DOMAIN**                      **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN**                      **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.)</b>
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<b>SPECIFIC INDICATOR</b>		<b>Sentence Structure, Variety, and Meaning</b>
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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.
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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.
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**DOMAIN**                      **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
<b>GSE STEM</b>	<b>3</b>	<b>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.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>4</b>	<b>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.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

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.
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
GSE STEM		<b>Craft and Structure</b>

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.
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SPECIFIC INDICATOR	5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
GSE STEM		<b>Integration of Knowledge and Ideas</b>

SPECIFIC INDICATOR	7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
GSE STEM		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
GSE STEM		<b>Key Ideas and Details</b>

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
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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.
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
GSE STEM		<b>Craft and Structure</b>

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.
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
GSE STEM		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Text Types and Purposes</b>
GSE STEM	1	<b>Write arguments focused on discipline-specific content.</b>

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

STATEMENT OF ENDURING KNOWLEDGE		<b>Text Types and Purposes</b>
GSE STEM	2	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

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.
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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.
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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.
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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.
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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).
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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
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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.
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
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GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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GSE STEM	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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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.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**DOMAIN** College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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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.
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**DOMAIN** College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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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.
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**DOMAIN** College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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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.
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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.
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**DOMAIN** Grade 9-10 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 9-10 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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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.
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

**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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>

**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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

**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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>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.</b>

**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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>2</b>	<b>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.</b>
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<b>SPECIFIC INDICATOR</b>	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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<b>SPECIFIC INDICATOR</b>	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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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<b>GSE STEM</b>	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.)
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>
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<b>SPECIFIC INDICATOR</b>	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
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<b>SPECIFIC INDICATOR</b>	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).
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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<b>GSE STEM</b>	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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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<b>GSE STEM</b>	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.
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<b>GSE STEM</b>	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.
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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.
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**DOMAIN**                      **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN**                      **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.)</b>
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<b>SPECIFIC INDICATOR</b>		<b>Sentence Structure, Variety, and Meaning</b>
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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.
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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.
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**DOMAIN**                      **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
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**DOMAIN**                      **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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<b>GSE STEM</b>	<b>3</b>	<b>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.</b>
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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.
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**DOMAIN**                      **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GSE STEM</b>	<b>4</b>	<b>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.</b>
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).
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**DOMAIN**                      **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.)
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**DOMAIN**                      **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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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.
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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.
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**DOMAIN**                      **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
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<b>GSE STEM</b>		<b>Craft and Structure</b>
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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.
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SPECIFIC INDICATOR	5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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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.
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**DOMAIN**                      **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
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<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>
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SPECIFIC INDICATOR	7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
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SPECIFIC INDICATOR	9	Compare and contrast treatments of the same topic in several primary and secondary sources.
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**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.
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**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.
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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.
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**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.
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**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.
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**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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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
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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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## UNIT 8: FORMAL ESSAY MODELS Week 18 Page 195-206

**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
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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.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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**DOMAIN**                      **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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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.
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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.
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**DOMAIN**                      **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
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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.
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**DOMAIN**                      **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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**DOMAIN**                      **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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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.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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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.
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Craft and Structure</b>
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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.)
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	<b>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.</b>
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	<b>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.</b>
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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
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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).
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**DOMAIN**                      **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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.
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**DOMAIN**                      **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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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.
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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.
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**DOMAIN**                      **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN**                      **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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SPECIFIC INDICATOR	2.b.	Use a colon to introduce a list or quotation.
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SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
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**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.
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**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.
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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).
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**DOMAIN** **Grade 9-10 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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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.)
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**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.
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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.
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**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]
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<b>GSE STEM</b>		<b>Craft and Structure</b>
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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>
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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>
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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

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.
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
GSE STEM		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Text Types and Purposes</b>
GSE STEM	1	<b>Write arguments focused on discipline-specific content.</b>

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.
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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.
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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.
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SPECIFIC INDICATOR	1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Text Types and Purposes</b>
GSE STEM	2	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

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.
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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.
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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.
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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.
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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).
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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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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.
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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.
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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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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.
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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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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
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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.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
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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.
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
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GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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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.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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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		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
GSE STEM		<b>Craft and Structure</b>

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.)
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**DOMAIN** **Grade 9-10 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		<b>Grade 9-10 Reading Standards for Informational Text [RI]</b>
GSE STEM		<b>Range of Reading and Level of Text Complexity</b>

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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Text Types and Purposes</b>
GSE STEM	1	<b>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.</b>

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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Text Types and Purposes</b>
GSE STEM	2	<b>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.</b>

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.
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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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.
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**DOMAIN**                      **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN**                      **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.)</b>
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<b>SPECIFIC INDICATOR</b>		<b>Sentence Structure, Variety, and Meaning</b>
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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.
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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.
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**DOMAIN**                      **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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SPECIFIC INDICATOR	2.b.	Use a colon to introduce a list or quotation.
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SPECIFIC INDICATOR	2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
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**DOMAIN**                      **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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<b>GSE STEM</b>	<b>3</b>	<b>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.</b>
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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.
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SPECIFIC INDICATOR	3.b.	Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).
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**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.
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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).
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**DOMAIN** Grade 9-10 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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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.)
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**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.
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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.
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**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.
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SPECIFIC INDICATOR	5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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**DOMAIN**                      **Standards for Literacy in the Content Areas – Grades 9–10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>

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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

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]**



<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>Write arguments focused on discipline-specific content.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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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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**DOMAIN**                      **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
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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.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN**                      **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
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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.
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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.
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GSE STEM	6	Assess how point of view or purpose shapes the content and style of a text.
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**DOMAIN**                      **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
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GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
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**DOMAIN**                      **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GSE STEM            10            Independently and proficiently read and comprehend complex literary and informational texts.

**DOMAIN**                      **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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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.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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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.
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Craft and Structure</b>
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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.
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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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>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.</b>

SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>3</b>	<b>Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.</b>

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.
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SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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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.
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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.)
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
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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).
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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.
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**DOMAIN** **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
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<b>GSE STEM</b>	<b>1</b>	<b>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.)</b>
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<b>SPECIFIC INDICATOR</b>		<b>Sentence Structure, Variety, and Meaning</b>
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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.
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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.
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**DOMAIN** **Grade 9-10 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
<b>GSE STEM</b>	<b>3</b>	<b>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.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>4</b>	<b>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.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

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		<b>Production and Distribution of Writing</b>
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		<b>Research to Build and Present Knowledge</b>
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		<b>Range of Writing</b>
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**

STATEMENT OF ENDURING KNOWLEDGE		<b>Key Ideas and Details</b>
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**

STATEMENT OF ENDURING KNOWLEDGE		<b>Craft and Structure</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
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GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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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**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Craft and Structure</b>
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.
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**DOMAIN** **Grade 9-10 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 9-10 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>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.</b>

SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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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.
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**DOMAIN** **Grade 9-10 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>3</b>	<b>Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.</b>

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.
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SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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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.
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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.
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<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>1</b>	<b>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.)</b>
<b>SPECIFIC INDICATOR</b>		<b>Sentence Structure, Variety, and Meaning</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
<b>GSE STEM</b>	<b>3</b>	<b>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.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>4</b>	<b>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.</b>

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]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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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.)
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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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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.
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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.
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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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**DOMAIN** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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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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