

## Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

**Wisconsin Academic Standards**  
**Language Arts**  
 Grade 9 - Adopted: 2020/Implement 2021

**DOMAIN**                      **Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN**                      **Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>
DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN**                      **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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**DOMAIN**                      **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN**                      **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
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**DOMAIN**                      **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>

DESCRIPTOR / FOCUS AREA	L1.	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**                      **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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DESCRIPTOR / FOCUS AREA	R.9-10.5	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)
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**DOMAIN**                      **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	<b>W.9-10.2</b>	<b>Write text in a variety of modes:</b>

LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
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LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**DOMAIN**                      **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	<b>W.9-10.3</b>	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
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LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
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**DOMAIN**                      **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**DOMAIN** Writing Standards 6-12

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>

DESCRIPTOR / FOCUS AREA	L.9-10.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
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LEARNING CONTINUUM	L.9-10.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
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LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
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LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
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LEARNING CONTINUUM	L.9-10.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.3</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
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LEARNING CONTINUUM	L.9-10.3.b.	Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).
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<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
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**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.5</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>
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LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).
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**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.6</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
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LEARNING CONTINUUM	L.9-10.6.2.	Spell correctly.
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**DOMAIN** Anchor Standards for Reading

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA R1. Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA R2. Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.

DESCRIPTOR / FOCUS AREA R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA R4. 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.

DESCRIPTOR / FOCUS AREA R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA W1. Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

DESCRIPTOR / FOCUS AREA W2. Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DESCRIPTOR / FOCUS AREA W3. Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Reading 6-12**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
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**DOMAIN** **Reading 6-12**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.9-10.5	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.2</b>	<b>Write text in a variety of modes:</b>
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**DOMAIN** **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.3</b>	<b>Create writing that utilizes:</b>
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

**DOMAIN** **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.4</b>	<b>Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.5</b>	<b>Develop and strengthen writing (collaboratively and individually) as 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>

**DOMAIN** **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>

<b>DESCRIPTOR / FOCUS AREA</b>	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
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<b>DESCRIPTOR / FOCUS AREA</b>	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>

<b>DESCRIPTOR / FOCUS AREA</b>	L.9-10.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
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<b>LEARNING CONTINUUM</b>	L.9-10.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
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<b>LEARNING CONTINUUM</b>	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
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<b>LEARNING CONTINUUM</b>	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
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<b>LEARNING CONTINUUM</b>	L.9-10.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
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**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

<b>DESCRIPTOR / FOCUS AREA</b>	L.9-10.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
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<b>LEARNING CONTINUUM</b>	L.9-10.3.b.	Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

**DESCRIPTOR / FOCUS AREA** L.9-10.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

**DESCRIPTOR / FOCUS AREA** L.9-10.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

**LEARNING CONTINUUM** L.9-10.5.b. Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

**DESCRIPTOR / FOCUS AREA** L.9-10.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

**LEARNING CONTINUUM** L.9-10.6.2. Spell correctly.

**DOMAIN** Anchor Standards for Reading

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / FOCUS AREA R1. Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA R2. Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.

DESCRIPTOR / FOCUS AREA R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>
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DESCRIPTOR / FOCUS AREA R4. 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.

DESCRIPTOR / FOCUS AREA R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / FOCUS AREA W5. Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA W6. Use print and digital technology to produce and publish writing and to interact and collaborate with others.

**DOMAIN Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>
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DESCRIPTOR / FOCUS AREA L1. 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** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA L2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA L4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA L6. Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

**DOMAIN** **Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)

DESCRIPTOR / FOCUS AREA R.9-10.2 Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

**DOMAIN** **Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA R.9-10.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

DESCRIPTOR / FOCUS AREA	R.9-10.5	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as 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** **Language 6-12**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>

DESCRIPTOR / FOCUS AREA	L.9-10.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
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LEARNING CONTINUUM	L.9-10.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
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**DOMAIN** **Language 6-12**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L.9-10.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
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LEARNING CONTINUUM	L.9-10.3.b.	Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).
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**DOMAIN** **Language 6-12**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
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DESCRIPTOR / FOCUS AREA	L.9-10.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
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LEARNING CONTINUUM	L.9-10.6.2.	Spell correctly.
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UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Wisconsin Academic Standards  
Language Arts  
Grade 9 - Adopted: 2020/Implement 2021

**DOMAIN** Anchor Standards for Reading

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
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DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
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DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN** Anchor Standards for Reading

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure
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DESCRIPTOR / FOCUS AREA	R4.	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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DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**DOMAIN**                      **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN**                      **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

**DOMAIN**                      **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

**DOMAIN**                      **Anchor Standards for Speaking & Listening**



<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

**DOMAIN**                      **Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.5	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)

**DOMAIN**                      **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>

DESCRIPTOR / FOCUS AREA	<b>W.9-10.2</b>	<b>Write text in a variety of modes:</b>
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

**DOMAIN**                      **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>

DESCRIPTOR / FOCUS AREA	<b>W.9-10.3</b>	<b>Create writing that utilizes:</b>
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LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as 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** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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DESCRIPTOR / FOCUS AREA	W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards)
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**DOMAIN** **Language 6-12**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>

DESCRIPTOR / FOCUS AREA	L.9-10.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
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LEARNING CONTINUUM	L.9-10.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
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LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
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LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
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**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.3</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

LEARNING CONTINUUM	L.9-10.3.b.	Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).
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**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
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UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

Wisconsin Academic Standards  
Language Arts  
Grade 9 - Adopted: 2020/Implement 2021

**DOMAIN** Anchor Standards for Reading

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
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DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN** Anchor Standards for Reading

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA R4. 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.

DESCRIPTOR / FOCUS AREA R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA W1. Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

DESCRIPTOR / FOCUS AREA W2. Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DESCRIPTOR / FOCUS AREA W3. Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA W4. Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.

DESCRIPTOR / FOCUS AREA W5. Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA W6. Use print and digital technology to produce and publish writing and to interact and collaborate with others.

**DOMAIN Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

**DOMAIN** **Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL1.	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.

**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>
DESCRIPTOR / FOCUS AREA	L1.	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** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA L5. Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

DESCRIPTOR / FOCUS AREA L6. Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

**DOMAIN Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)

DESCRIPTOR / FOCUS AREA R.9-10.2 Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

**DOMAIN Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA R.9-10.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

DESCRIPTOR / FOCUS AREA R.9-10.5 In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)

**DOMAIN Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>

DESCRIPTOR / FOCUS AREA W.9-10.2 Write text in a variety of modes:



LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
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**DOMAIN** Writing Standards 6-12

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	<b>W.9-10.3</b>	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
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LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
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**DOMAIN** Writing Standards 6-12

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as 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** Writing Standards 6-12

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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DESCRIPTOR / FOCUS AREA	W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards)
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language

DESCRIPTOR / FOCUS AREA	L.9-10.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
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LEARNING CONTINUUM	L.9-10.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
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LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
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LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L.9-10.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
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LEARNING CONTINUUM	L.9-10.3.b.	Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L.9-10.4	<b>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.</b>
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**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.6</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>

LEARNING CONTINUUM      L.9-10.6.2.      Spell correctly.

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

Wisconsin Academic Standards  
Language Arts  
Grade 9 - Adopted: 2020/Implement 2021

**DOMAIN**                      **Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA      R1.      Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA      R2.      Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.

DESCRIPTOR / FOCUS AREA      R3.      Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN**                      **Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA      R4.      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.

DESCRIPTOR / FOCUS AREA      R5.      Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN**                      **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
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DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Reading 6-12**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
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**DOMAIN** **Reading 6-12**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.9-10.5	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.9-10.2	<b>Write text in a variety of modes:</b>

LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.9-10.3	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as 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** **Language 6-12**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>
DESCRIPTOR / FOCUS AREA	L.9-10.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>

LEARNING CONTINUUM	L.9-10.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
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LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
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DESCRIPTOR / FOCUS AREA	L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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LEARNING CONTINUUM	L.9-10.3.b.	Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
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DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
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DESCRIPTOR / FOCUS AREA	L.9-10.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
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LEARNING CONTINUUM	L.9-10.6.2.	Spell correctly.
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**DOMAIN** Anchor Standards for Reading

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA R1. Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA R2. Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.

DESCRIPTOR / FOCUS AREA R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA R4. 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.

DESCRIPTOR / FOCUS AREA R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA W3. Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA W5. Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.



DESCRIPTOR / FOCUS AREA W6. Use print and digital technology to produce and publish writing and to interact and collaborate with others.

**DOMAIN** Anchor Standards for Speaking & Listening

CONTENT STANDARD	Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY	Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA SL1. 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.

**DOMAIN** Anchor Standards for Language

CONTENT STANDARD	Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY	Knowledge of Language

DESCRIPTOR / FOCUS AREA L1. 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** Anchor Standards for Language

CONTENT STANDARD	Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY	Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA L2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA L4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN** Anchor Standards for Language

CONTENT STANDARD	Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY	Conventions of Standardized English

DESCRIPTOR / FOCUS AREA L5. Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Reading 6-12**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
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**DOMAIN** **Reading 6-12**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.9-10.5	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author’s intent influences particular sentences, paragraphs, or sections. (RI)
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>

DESCRIPTOR / FOCUS AREA	W.9-10.2	<b>Write text in a variety of modes:</b>
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LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**DOMAIN** **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.3</b>	<b>Create writing that utilizes:</b>
<b>LEARNING CONTINUUM</b>	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

**DOMAIN Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
<b>DESCRIPTOR / FOCUS AREA</b>	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**DOMAIN Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.9-10.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
<b>LEARNING CONTINUUM</b>	L.9-10.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
<b>LEARNING CONTINUUM</b>	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).

**DOMAIN Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.9-10.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

LEARNING CONTINUUM	L.9-10.3.b.	Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L.9-10.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
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LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L.9-10.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
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LEARNING CONTINUUM	L.9-10.6.2.	Spell correctly.
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**DOMAIN** Anchor Standards for Reading

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA R1. Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA R2. Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.

DESCRIPTOR / FOCUS AREA R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA R4. 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.

DESCRIPTOR / FOCUS AREA R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA W3. Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA W5. Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA W6. Use print and digital technology to produce and publish writing and to interact and collaborate with others.

**DOMAIN** Anchor Standards for Speaking & Listening

<b>CONTENT STANDARD</b>	<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA SL1. 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.

**DOMAIN** Anchor Standards for Language

<b>CONTENT STANDARD</b>	<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Knowledge of Language</b>

DESCRIPTOR / FOCUS AREA L1. 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** Anchor Standards for Language

<b>CONTENT STANDARD</b>	<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA L2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA L4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN** Anchor Standards for Language

<b>CONTENT STANDARD</b>	<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA L5. Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Reading 6-12**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
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**DOMAIN** **Reading 6-12**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.9-10.5	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author’s intent influences particular sentences, paragraphs, or sections. (RI)
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>

DESCRIPTOR / FOCUS AREA	W.9-10.2	<b>Write text in a variety of modes:</b>
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LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**DOMAIN** **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.3</b>	<b>Create writing that utilizes:</b>
<b>LEARNING CONTINUUM</b>	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

**DOMAIN Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
<b>DESCRIPTOR / FOCUS AREA</b>	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**DOMAIN Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.9-10.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
<b>LEARNING CONTINUUM</b>	L.9-10.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
<b>LEARNING CONTINUUM</b>	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).

**DOMAIN Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.9-10.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>



LEARNING CONTINUUM	L.9-10.3.b.	Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L.9-10.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
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LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L.9-10.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
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LEARNING CONTINUUM	L.9-10.6.2.	Spell correctly.
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**DOMAIN** Anchor Standards for Reading

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA R1. Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA R2. Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.

DESCRIPTOR / FOCUS AREA R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA R4. 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.

DESCRIPTOR / FOCUS AREA R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA W1. Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

DESCRIPTOR / FOCUS AREA W2. Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DESCRIPTOR / FOCUS AREA W3. Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA    L2.    Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA    L4.    Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA    L6.    Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

**DOMAIN** **Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA    R.9-10.1    Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)

DESCRIPTOR / FOCUS AREA    R.9-10.2    Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

**DOMAIN** **Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA    R.9-10.4    Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

DESCRIPTOR / FOCUS AREA	R.9-10.5	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	<b>W.9-10.2</b>	<b>Write text in a variety of modes:</b>

LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	<b>W.9-10.3</b>	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
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LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as 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**

**Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DESCRIPTOR / FOCUS AREA	W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards)

**DOMAIN**

**Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>
DESCRIPTOR / FOCUS AREA	L.9-10.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
LEARNING CONTINUUM	L.9-10.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.

**DOMAIN**

**Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.9-10.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
LEARNING CONTINUUM	L.9-10.3.b.	Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).

**DOMAIN**

**Language 6-12**



DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN** **Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN**                      **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
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DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
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DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
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**DOMAIN**                      **Anchor Standards for Speaking & Listening**

CONTENT STANDARD		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL1.	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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**DOMAIN**                      **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>

DESCRIPTOR / FOCUS AREA	L1.	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**                      **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.2</b>	<b>Write text in a variety of modes:</b>
<b>LEARNING CONTINUUM</b>	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

**DOMAIN**                      **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.3</b>	<b>Create writing that utilizes:</b>
<b>LEARNING CONTINUUM</b>	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
<b>LEARNING CONTINUUM</b>	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

**DOMAIN**                      **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
<b>DESCRIPTOR / FOCUS AREA</b>	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>DESCRIPTOR / FOCUS AREA</b>	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**DOMAIN**                      **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.9-10.5	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>

LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.9-10.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>

LEARNING CONTINUUM	L.9-10.6.2.	Spell correctly.
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Wisconsin Academic Standards  
Language Arts  
Grade 9 - Adopted: 2020/Implement 2021

**DOMAIN** Anchor Standards for Reading

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN** Anchor Standards for Reading

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA R4. 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** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA W1. Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

DESCRIPTOR / FOCUS AREA W2. Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DESCRIPTOR / FOCUS AREA W3. Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA W4. Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.

DESCRIPTOR / FOCUS AREA W5. Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA W6. Use print and digital technology to produce and publish writing and to interact and collaborate with others.

**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

**DOMAIN**                      **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>

DESCRIPTOR / FOCUS AREA	L1.	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**                      **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN**                      **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN**                      **Reading 6-12**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

**DOMAIN**                      **Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

**DOMAIN**                      **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.9-10.2	<b>Write text in a variety of modes:</b>
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**DOMAIN**                      **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.3</b>	<b>Create writing that utilizes:</b>
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

**DOMAIN Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**DOMAIN Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DESCRIPTOR / FOCUS AREA	W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards)

**DOMAIN Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>

<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.1</b>	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.

**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.4</b>	<b>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.</b>
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**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.5</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>
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LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).
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**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.6</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
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LEARNING CONTINUUM	L.9-10.6.2.	Spell correctly.
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Wisconsin Academic Standards

Language Arts

Grade 9 - Adopted: 2020/Implement 2021

**DOMAIN** **Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA R1. Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN** **Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA R4. 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** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA W3. Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA W5. Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA W6. Use print and digital technology to produce and publish writing and to interact and collaborate with others.

**DOMAIN**                      **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA    L2.                      Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA    L4.                      Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN**                      **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA    L6.                      Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

**DOMAIN**                      **Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA    R.9-10.1              Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)

DESCRIPTOR / FOCUS AREA    R.9-10.2              Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

**DOMAIN**                      **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>

DESCRIPTOR / FOCUS AREA    W.9-10.2              Write text in a variety of modes:

LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**DOMAIN** Writing Standards 6-12

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.9-10.3	Create writing that utilizes:

LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
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**DOMAIN** Writing Standards 6-12

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.9-10.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
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DESCRIPTOR / FOCUS AREA	L.9-10.5	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>
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LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
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DESCRIPTOR / FOCUS AREA	L.9-10.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
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LEARNING CONTINUUM	L.9-10.6.2.	Spell correctly.
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Wisconsin Academic Standards  
Language Arts  
Grade 9 - Adopted: 2020/Implement 2021

**DOMAIN** Anchor Standards for Reading

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
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DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
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DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN** **Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R4.	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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DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
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DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN**                      **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA    W7.    Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.

DESCRIPTOR / FOCUS AREA    W8.    Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.

DESCRIPTOR / FOCUS AREA    W9.    Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

**DOMAIN**                      **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>

DESCRIPTOR / FOCUS AREA    L1.    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**                      **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA    L2.    Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA    L4.    Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN**                      **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
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DESCRIPTOR / FOCUS AREA L6. Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

**DOMAIN Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)

DESCRIPTOR / FOCUS AREA R.9-10.2 Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

**DOMAIN Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA R.9-10.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

DESCRIPTOR / FOCUS AREA R.9-10.5 In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)

**DOMAIN Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Integration of Knowledge and Ideas</b>

DESCRIPTOR / FOCUS AREA R.9-10.7 Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or key scene in two different formats). (RI&RL)

**DOMAIN Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.2</b>	<b>Write text in a variety of modes:</b>
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

**DOMAIN** **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.3</b>	<b>Create writing that utilizes:</b>
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

**DOMAIN** **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.4</b>	<b>Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.5</b>	<b>Develop and strengthen writing (collaboratively and individually) as 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>

**DOMAIN** **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DESCRIPTOR / FOCUS AREA	W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards)

**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>
DESCRIPTOR / FOCUS AREA	L.9-10.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
LEARNING CONTINUUM	L.9-10.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.

**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.9-10.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
LEARNING CONTINUUM	L.9-10.3.b.	Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).

**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
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**DESCRIPTOR / FOCUS AREA** L.9-10.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
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<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.5</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>
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**LEARNING CONTINUUM** L.9-10.5.b. Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
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<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.6</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
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**LEARNING CONTINUUM** L.9-10.6.2. Spell correctly.

**DOMAIN** Anchor Standards for Reading

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
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**DESCRIPTOR / FOCUS AREA** R1. Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN** **Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
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DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
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DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>

DESCRIPTOR / FOCUS AREA	L1.	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** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
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DESCRIPTOR / FOCUS AREA L6. Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

**DOMAIN Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)

DESCRIPTOR / FOCUS AREA R.9-10.2 Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

**DOMAIN Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA R.9-10.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

DESCRIPTOR / FOCUS AREA R.9-10.5 In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)

**DOMAIN Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Integration of Knowledge and Ideas</b>

DESCRIPTOR / FOCUS AREA R.9-10.7 Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or key scene in two different formats). (RI&RL)

**DOMAIN Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.2</b>	<b>Write text in a variety of modes:</b>
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

**DOMAIN**                      **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.3</b>	<b>Create writing that utilizes:</b>
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

**DOMAIN**                      **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.4</b>	<b>Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.5</b>	<b>Develop and strengthen writing (collaboratively and individually) as 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>

**DOMAIN**                      **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>



DESCRIPTOR / FOCUS AREA	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DESCRIPTOR / FOCUS AREA	W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards)

**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>
DESCRIPTOR / FOCUS AREA	L.9-10.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
LEARNING CONTINUUM	L.9-10.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
LEARNING CONTINUUM	L.9-10.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.

**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.9-10.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
LEARNING CONTINUUM	L.9-10.3.b.	Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).

**DOMAIN** Language 6-12



DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN**                      **Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN**                      **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN**                      **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA L6. Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

**DOMAIN Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)

DESCRIPTOR / FOCUS AREA R.9-10.2 Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

**DOMAIN Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA R.9-10.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

DESCRIPTOR / FOCUS AREA R.9-10.5 In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)

**DOMAIN Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Integration of Knowledge and Ideas</b>

DESCRIPTOR / FOCUS AREA R.9-10.7 Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or key scene in two different formats). (RI&RL)

**DOMAIN Writing Standards 6-12**



<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DESCRIPTOR / FOCUS AREA	W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards)

**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>
DESCRIPTOR / FOCUS AREA	L.9-10.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
LEARNING CONTINUUM	L.9-10.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
LEARNING CONTINUUM	L.9-10.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.

**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.9-10.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
LEARNING CONTINUUM	L.9-10.3.b.	Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).

**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

**DESCRIPTOR / FOCUS AREA** L.9-10.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

**DESCRIPTOR / FOCUS AREA** L.9-10.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

**LEARNING CONTINUUM** L.9-10.5.b. Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

**DESCRIPTOR / FOCUS AREA** L.9-10.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

**LEARNING CONTINUUM** L.9-10.6.2. Spell correctly.

**DOMAIN** Anchor Standards for Writing

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>
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DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
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DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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**DOMAIN**                      **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN**                      **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
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DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
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DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
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**DOMAIN**                      **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>
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DESCRIPTOR / FOCUS AREA	L1.	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** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.9-10.2	<b>Write text in a variety of modes:</b>

LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.9-10.3	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
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LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
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**DOMAIN Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as 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 Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.9-10.6	<b>Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:</b>
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LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
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LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
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**DOMAIN Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
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DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>
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DESCRIPTOR / FOCUS AREA	L.9-10.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
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LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
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LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
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LEARNING CONTINUUM	L.9-10.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>
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DESCRIPTOR / FOCUS AREA	L.9-10.5	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>
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LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).
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**DOMAIN**

**Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.6</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
<b>LEARNING CONTINUUM</b>	L.9-10.6.2.	Spell correctly.

**Wisconsin Academic Standards  
Language Arts  
Grade 9 - Adopted: 2020/Implement 2021**

**DOMAIN**

**Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>
<b>DESCRIPTOR / FOCUS AREA</b>	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
<b>DESCRIPTOR / FOCUS AREA</b>	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>DESCRIPTOR / FOCUS AREA</b>	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN**

**Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
<b>DESCRIPTOR / FOCUS AREA</b>	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
<b>DESCRIPTOR / FOCUS AREA</b>	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
<b>DESCRIPTOR / FOCUS AREA</b>	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

**DOMAIN**                      **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA    W8.            Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.

DESCRIPTOR / FOCUS AREA    W9.            Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

**DOMAIN**                      **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>

DESCRIPTOR / FOCUS AREA    L1.            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**                      **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA    L4.            Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN**                      **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA    L6.            Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

**DOMAIN**                      **Writing Standards 6-12**



<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.6</b>	<b>Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:</b>
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.

**DOMAIN** **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>

<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.7</b>	<b>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.8</b>	<b>Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</b>

**DOMAIN** **Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>

<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.1</b>	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
LEARNING CONTINUUM	L.9-10.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.

**DOMAIN** **Language 6-12**



<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

**DESCRIPTOR / FOCUS AREA** L.9-10.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.9-10.5	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>

**LEARNING CONTINUUM** L.9-10.5.b. Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.9-10.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>

**LEARNING CONTINUUM** L.9-10.6.2. Spell correctly.

**DOMAIN** Anchor Standards for Reading

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN** **Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DESCRIPTOR / FOCUS AREA	R6.	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.

**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>

DESCRIPTOR / FOCUS AREA L1. 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 Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA L2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA L4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA L5. Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

DESCRIPTOR / FOCUS AREA L6. Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

**DOMAIN Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)

DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

**DOMAIN** **Reading 6-12**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.9-10.5	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)
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DESCRIPTOR / FOCUS AREA	R.9-10.6	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>

DESCRIPTOR / FOCUS AREA	<b>W.9-10.2</b>	<b>Write text in a variety of modes:</b>
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LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>

DESCRIPTOR / FOCUS AREA	<b>W.9-10.3</b>	<b>Create writing that utilizes:</b>
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LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as 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** **Language 6-12**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>

DESCRIPTOR / FOCUS AREA	L.9-10.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
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LEARNING CONTINUUM	L.9-10.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
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LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
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**DOMAIN** **Language 6-12**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L.9-10.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
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LEARNING CONTINUUM	L.9-10.3.b.	Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).
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**DOMAIN** **Language 6-12**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / FOCUS AREA    L.9-10.4    Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

**DOMAIN**                      **Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
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<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.6</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
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LEARNING CONTINUUM    L.9-10.6.2.    Spell correctly.

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

Wisconsin Academic Standards  
Language Arts  
Grade 9 - Adopted: 2020/Implement 2021

**DOMAIN**                      **Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / FOCUS AREA    R1.    Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA    R2.    Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.

DESCRIPTOR / FOCUS AREA    R3.    Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN**                      **Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>
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DESCRIPTOR / FOCUS AREA	R4.	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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DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
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DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
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DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
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DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>

DESCRIPTOR / FOCUS AREA	L1.	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** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
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DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Reading 6-12**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

**DOMAIN** **Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>
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DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.9-10.5	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)

**DOMAIN** **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR / FOCUS AREA	W.9-10.2	<b>Write text in a variety of modes:</b>
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LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
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**DOMAIN** **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR / FOCUS AREA	W.9-10.3	<b>Create writing that utilizes:</b>
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LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
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LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
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**DOMAIN Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as 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 Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
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DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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DESCRIPTOR / FOCUS AREA	W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards)
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**DOMAIN Language 6-12**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>

<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.1</b>	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
LEARNING CONTINUUM	L.9-10.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
LEARNING CONTINUUM	L.9-10.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.

**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.3</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

LEARNING CONTINUUM	L.9-10.3.b.	Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).
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**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
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**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA	L.9-10.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
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LEARNING CONTINUUM	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).
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**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.6</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>

LEARNING CONTINUUM	L.9-10.6.2.	Spell correctly.
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UNIT 8: FORMAL ESSAY MODELS Week 17 Page 183-194

Wisconsin Academic Standards  
Language Arts  
Grade 9 - Adopted: 2020/Implement 2021

**DOMAIN** Anchor Standards for Reading

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
<b>DESCRIPTOR / FOCUS AREA</b>	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

<b>DESCRIPTOR / FOCUS AREA</b>	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
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<b>DESCRIPTOR / FOCUS AREA</b>	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN** Anchor Standards for Reading

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

<b>DESCRIPTOR / FOCUS AREA</b>	R4.	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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<b>DESCRIPTOR / FOCUS AREA</b>	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**DOMAIN**                      **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA      W3.      Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN**                      **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA      W5.      Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA      W6.      Use print and digital technology to produce and publish writing and to interact and collaborate with others.

**DOMAIN**                      **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA      W7.      Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.

DESCRIPTOR / FOCUS AREA      W8.      Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.

DESCRIPTOR / FOCUS AREA      W9.      Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

**DOMAIN**                      **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>

DESCRIPTOR / FOCUS AREA      L1.      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** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA L2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA L4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA L5. Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

DESCRIPTOR / FOCUS AREA L6. Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

**DOMAIN** **Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)

DESCRIPTOR / FOCUS AREA R.9-10.2 Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

**DOMAIN** **Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.9-10.5	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)
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**DOMAIN** **Reading 6-12**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Integration of Knowledge and Ideas</b>

DESCRIPTOR / FOCUS AREA	R.9-10.7	Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or key scene in two different formats). (RI&RL)
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>

DESCRIPTOR / FOCUS AREA	W.9-10.2	<b>Write text in a variety of modes:</b>
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LEARNING CONTINUUM	W.9-10.2.a.	Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which 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. 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.
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as 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** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DESCRIPTOR / FOCUS AREA	W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards)

**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>
DESCRIPTOR / FOCUS AREA	L.9-10.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
LEARNING CONTINUUM	L.9-10.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
LEARNING CONTINUUM	L.9-10.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.

**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.9-10.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
LEARNING CONTINUUM	L.9-10.3.b.	Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).

**DOMAIN** Language 6-12



<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

**DESCRIPTOR / FOCUS AREA** L.9-10.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.9-10.5	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>

**LEARNING CONTINUUM** L.9-10.5.b. Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.9-10.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>

**LEARNING CONTINUUM** L.9-10.6.2. Spell correctly.

**DOMAIN** Anchor Standards for Reading

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN** **Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA L5. Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

DESCRIPTOR / FOCUS AREA L6. Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

**DOMAIN Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)

DESCRIPTOR / FOCUS AREA R.9-10.2 Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

**DOMAIN Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA R.9-10.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

DESCRIPTOR / FOCUS AREA R.9-10.5 In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)

**DOMAIN Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Integration of Knowledge and Ideas</b>

DESCRIPTOR / FOCUS AREA R.9-10.7 Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or key scene in two different formats). (RI&RL)

**DOMAIN**

**Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.2</b>	<b>Write text in a variety of modes:</b>
LEARNING CONTINUUM	W.9-10.2.a.	Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which 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. 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.
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

**DOMAIN**

**Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.3</b>	<b>Create writing that utilizes:</b>
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

**DOMAIN**

**Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.4</b>	<b>Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</b>

DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as 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**                      **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
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DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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DESCRIPTOR / FOCUS AREA	W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards)
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**DOMAIN**                      **Language 6-12**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>

DESCRIPTOR / FOCUS AREA	L.9-10.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
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LEARNING CONTINUUM	L.9-10.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
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LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
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LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
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LEARNING CONTINUUM	L.9-10.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
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**DOMAIN**                      **Language 6-12**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.3</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

LEARNING CONTINUUM	L.9-10.3.b.	Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).
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**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
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**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
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<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.6</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
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LEARNING CONTINUUM	L.9-10.6.1.	Use colons and semicolons appropriately.
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LEARNING CONTINUUM	L.9-10.6.2.	Spell correctly.
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**DOMAIN** Anchor Standards for Reading

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN** **Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.



DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
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DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
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DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>

DESCRIPTOR / FOCUS AREA	L1.	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** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
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DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
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DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
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**DOMAIN** **Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>
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DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.9-10.5	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)
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**DOMAIN** **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR / FOCUS AREA	W.9-10.2	Write text in a variety of modes:
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LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
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**DOMAIN** Writing Standards 6-12

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.9-10.3	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
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LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
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**DOMAIN** Writing Standards 6-12

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as 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** Writing Standards 6-12

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.9-10.6	<b>Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:</b>
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LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers.
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LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences.
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**DOMAIN** **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
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DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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DESCRIPTOR / FOCUS AREA	W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards)
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**DOMAIN** **Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>

DESCRIPTOR / FOCUS AREA	L.9-10.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
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LEARNING CONTINUUM	L.9-10.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
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LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
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LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
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LEARNING CONTINUUM	L.9-10.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
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**DOMAIN** **Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.3</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

LEARNING CONTINUUM L.9-10.3.b. Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).

**DOMAIN Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA L.9-10.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

**DOMAIN Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA L.9-10.5 **Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**

LEARNING CONTINUUM L.9-10.5.b. Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

**DOMAIN Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA L.9-10.6 **Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:**

LEARNING CONTINUUM L.9-10.6.1. Use colons and semicolons appropriately.

LEARNING CONTINUUM L.9-10.6.2. Spell correctly.

**Wisconsin Academic Standards  
Language Arts  
Grade 9 - Adopted: 2020/Implement 2021**

**DOMAIN**                      **Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN**                      **Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>
DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN**                      **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN**                      **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
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DESCRIPTOR / FOCUS AREA L5. Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

DESCRIPTOR / FOCUS AREA L6. Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

**DOMAIN Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / FOCUS AREA R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)

DESCRIPTOR / FOCUS AREA R.9-10.2 Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

DESCRIPTOR / FOCUS AREA R.9-10.3 In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

**DOMAIN Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>
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DESCRIPTOR / FOCUS AREA R.9-10.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

DESCRIPTOR / FOCUS AREA R.9-10.5 In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)

DESCRIPTOR / FOCUS AREA R.9-10.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)

**DOMAIN Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.2</b>	<b>Write text in a variety of modes:</b>
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**DOMAIN** **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.3</b>	<b>Create writing that utilizes:</b>
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

**DOMAIN** **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.9-10.5</b>	<b>Develop and strengthen writing (collaboratively and individually) as 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>

**DOMAIN** **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.9-10.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>

LEARNING CONTINUUM	L.9-10.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
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LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
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LEARNING CONTINUUM	L.9-10.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.9-10.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

LEARNING CONTINUUM	L.9-10.3.b.	Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).
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**DOMAIN** Language 6-12

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
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**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.5</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>

<b>LEARNING CONTINUUM</b>	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).
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**DOMAIN** Language 6-12

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.6</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>

<b>LEARNING CONTINUUM</b>	L.9-10.6.2.	Spell correctly.
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UNIT 9: FORMAL CRITIQUE Week 21 Page 237-240

Wisconsin Academic Standards  
Language Arts  
Grade 9 - Adopted: 2020/Implement 2021

**DOMAIN** Anchor Standards for Reading

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>R1.</b>	<b>Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>

<b>DESCRIPTOR / FOCUS AREA</b>	<b>R2.</b>	<b>Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.</b>
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<b>DESCRIPTOR / FOCUS AREA</b>	<b>R3.</b>	<b>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>
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**DOMAIN** Anchor Standards for Reading

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA R4. 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.

DESCRIPTOR / FOCUS AREA R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA W3. Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA W5. Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA W6. Use print and digital technology to produce and publish writing and to interact and collaborate with others.

**DOMAIN Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA W8. Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.

**DOMAIN Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Knowledge of Language</b>
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DESCRIPTOR / FOCUS AREA L1. 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 Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA L2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA L4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA L5. Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

DESCRIPTOR / FOCUS AREA L6. Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

**DOMAIN Reading 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)

DESCRIPTOR / FOCUS AREA R.9-10.2 Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

DESCRIPTOR / FOCUS AREA	R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
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**DOMAIN** **Reading 6-12**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.9-10.5	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)
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DESCRIPTOR / FOCUS AREA	R.9-10.6	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>

DESCRIPTOR / FOCUS AREA	W.9-10.2	<b>Write text in a variety of modes:</b>
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LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
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LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**DOMAIN** **Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>

DESCRIPTOR / FOCUS AREA	W.9-10.3	<b>Create writing that utilizes:</b>
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LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
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LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.
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**DOMAIN Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) as 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 Writing Standards 6-12**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**DOMAIN Language 6-12**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>

DESCRIPTOR / FOCUS AREA	L.9-10.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>
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LEARNING CONTINUUM	L.9-10.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
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LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
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LEARNING CONTINUUM	L.9-10.1.d.	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
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**DOMAIN**

**Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.3</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>LEARNING CONTINUUM</b>	L.9-10.3.b.	Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).

**DOMAIN**

**Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.4</b>	<b>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.</b>

**DOMAIN**

**Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.5</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>
<b>LEARNING CONTINUUM</b>	L.9-10.5.b.	Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).

**DOMAIN**

**Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.9-10.6</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>



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LEARNING  
CONTINUUM

L.9-  
10.6.2.

Spell correctly.