Main Criteria: Structure and Style for Students
Secondary Criteria: Wisconsin Academic Standards

Subject: Language Arts
Grade: 9

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
CONTENT STANDARD		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.
PERFORMANC E 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	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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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 /	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a
FOCUS AREA		section, chapter, scene, or stanza) relate to each other and the whole.
FOCUS AREA DOMAIN		
		section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Section, chapter, scene, or stanza) relate to each other and the whole. Anchor Standards for Writing 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

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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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
CONTENT STANDARD		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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
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.
PERFORMANC E 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.

PERFORMANC E STANDARD /		Vocabulary Acquisition and Use
LEARNING PRIORITY		
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.
PERFORMANC E 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.
DOMAIN		Reading 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
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.9-10.2	
DESCRIPTOR /		ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL) 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,
DESCRIPTOR / FOCUS AREA		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)
DESCRIPTOR / FOCUS AREA DOMAIN CONTENT		ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL) 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) Reading 6-12 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

across genres. (RI&RL)

PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
CONTENT STANDARD		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.
DOMAIN		Writing Standards 6-12
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.
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.
DESCRIPT OR / FOCUS AREA	W.9-10.3	Create writing that utilizes:
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
CONTENT STANDARD		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.
DOMAIN		Writing Standards 6-12
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.
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.
DESCRIPT OR / FOCUS AREA	W.9-10.2	Write text in a variety of modes:
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
CONTENT STANDARD		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.
DOMAIN		Writing Standards 6-12
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 !	D 0 10 F	In literary to the consider how veried concerts of structure exects magning and effect the yearder (DL) to inform the second

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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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.
DOMAIN		Language 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPT OR / 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.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		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.
PERFORMANC		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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		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.
PERFORMANC E 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.
DOMAIN		Language 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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.

RESPONSE TO LITERATURE Week 23 Page 249-262

Wisconsin Academic Standards Language Arts

Grade 9 - Adopted: 2020/Implement 2021

CONTENT STANDARD		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.
PERFORMANC E 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	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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:
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		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).

PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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
CONTENT ST ANDARD		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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 ST ANDARD		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.
PERFORMANC E 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 ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR /		Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and

DESCRIPTOR / 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.
PERFORMANC E 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.
DOMAIN		Reading 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
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		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.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Craft and Structure
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
CONTENT		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.

PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / 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.
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
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.9-10.3	Create writing that utilizes:
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
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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.
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DOMAIN Writing Standards 6-12

CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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.
DOMAIN		Language 6-12
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPT OR / 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.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 ST ANDARD		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.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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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CONTENT STANDARD		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.
PERFORMANC E 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.
DOMAIN		Language 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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.
		Timed Essay Week 24 Page 263-263

DOMAIN

Language 6-12

Wisconsin Academic Standards Language Arts

Grade 9 - Adopted: 2020/Implement 2021

DOMAIN	Anchor Standards for Reading
CONTENT ST ANDARD	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.

PERFORMANC E 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	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 ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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 ST ANDARD		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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
CONTENT ST AND ARD		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.
PERFORMANC E 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 ST ANDARD		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.
PERFORMANC E 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		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.
PERFORMANC E ST ANDARD / 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
TOCOS ANDA		use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading 6-12
DOMAIN		Reading 6-12 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
DOMAIN CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	R.9-10.1	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.
DOMAIN CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	R.9-10.1	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. Key Ideas and Details Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make
DOMAIN CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR /		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. Key Ideas and Details 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) Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central
DOMAIN CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA		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. Key Ideas and Details 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) 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 CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONTENT		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. Key Ideas and Details 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) 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) Reading 6-12 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

specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs

FOCUS AREA

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
CONTENT STANDARD		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.
PERFORMANC E 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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPT OR / 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.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
DOMAIN		Language 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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 ST AND ARD		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.
PERFORMANC E ST ANDARD / LEARNING		Vocabulary Acquisition and Use

PRIORITY

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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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.
		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		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.
PERFORMANC E 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	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 ST ANDARD		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.

PERFORMANC Craft and Structure E ST ANDARD /

LEARNING PRIORITY

DESCRIPTOR / 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 / 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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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
CONTENT STANDARD		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).
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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 Speeking & Listening

Anchor Standards for Speaking & Listening

DOMAIN

CONTENT ST ANDARD		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.
PERFORMANC E 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 ST ANDARD		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.
PERFORMANC E 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 ST ANDARD		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.
PERFORMANC E 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 ST ANDARD		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.
PERFORMANC E 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.
DOMAIN		Reading 6-12
CONTENT STANDARD		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.

PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
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
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / 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.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / 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.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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; integral information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citatic
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		Overarching Statement: Demonstrate an understanding of how language functions in different cultur 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.
PERFORMANC E 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.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		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.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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		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.
PERFORMANC E 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.

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
CONTENT STANDARD		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.
PERFORMANC E 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	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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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
CONTENT STANDARD		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).

PERFORMANC E ST ANDARD / LEARNING		Inquiry to Build and Present Knowledge
PRIORITY		
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
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.
PERFORMANC E 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 ST ANDARD		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.
PERFORMANC E ST ANDARD / 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 ST AND ARD		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.
PERFORMANC E 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.
PERFORMANC E 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.
DOMAIN		Reading 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
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. (Rl&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
DOMAIN CONTENT STANDARD		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.
CONTENT		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
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	R.9-10.4	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.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	R.9-10.4	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. Craft and Structure 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
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA	R.9-10.5	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. Craft and Structure 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) In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA	R.9-10.5	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. Craft and Structure 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) 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)
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONTENT	R.9-10.5	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. Craft and Structure 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) 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) Writing Standards 6-12 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)

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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / FOCUS AREA	W.9-10.3	Create writing that utilizes:
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		
DOMAIN		Writing Standards 6-12
CONTENT ST ANDARD		Writing Standards 6-12 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.
CONTENT		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)
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	W.9-10.4	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.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /		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. Production and Distribution of Writing 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
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA	W.9-10.4 W.9-10.5	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. Production and Distribution of Writing 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.) Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting,
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA	W.9-10.4 W.9-10.5	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. Production and Distribution of Writing 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.) 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.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONTENT	W.9-10.4 W.9-10.5	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. Production and Distribution of Writing 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.) 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. Writing Standards 6-12 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)

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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPT OR / 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.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		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.
CONTENT		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
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	L.9-10.3	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.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	L.9-10.3 L.9- 10.3.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. Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word
PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA	L.9-	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. Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g.,
PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA LEARNING CONTINUUM	L.9-	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. Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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).
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA LEARNING CONTINUUM DOMAIN CONTENT	L.9-	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. Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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). Language 6-12 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

CONTENT STANDARD		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.
PERFORMANC E ST ANDARD / 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:
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
OOMAIN		Anchor Standards for Reading
CONTENT STANDARD		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.
PERFORMANC E 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 specif 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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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.
OOMAIN		Anchor Standards for Writing
CONTENT STANDARD		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).

PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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.
PERFORMANC E 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 ST ANDARD		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.
PERFORMANC E 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 ST ANDARD		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.
PERFORMANC E 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.
PERFORMANC E 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.
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts fo many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
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		Overarching Statement: Read and comprehend a variety of complex literary and informational texts fo many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / 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.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / 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.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		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.
PERFORMANC E 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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPT OR / 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.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).
DOMAIN		Language 6-12
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPT OR / FOCUS AREA	L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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 ST ANDARD		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.
PERFORMANC E 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.
DOMAIN		Language 6-12
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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.

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

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

CONTENT STANDARD		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.
PERFORMANC E 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	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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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		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).
PERFORMANC E ST AND ARD / LEARNING PRIORITY		Text Types and Purposes:
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR /	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

which the development, organization and style are appropriate to task, purpose and audience.

FOCUS AREA

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 ST ANDARD		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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.
DOMAIN		Reading 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.9-10.2	Write text in a variety of modes:

CONTENT		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.
PERFORMANC E 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.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		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.
PERFORMANC E 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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPT OR / 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.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).
DOMAIN		Language 6-12
CONTENT		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPT OR / FOCUS AREA	L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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		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.
PERFORMANC E 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.
DOMAIN		Language 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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
CONTENT ST ANDARD		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.
PERFORMANC E 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:
LEARNING CONTINUUM	L.9- 10.6.2.	Spell correctly.

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

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

DOMAIN **Anchor Standards for Reading**

CONTENT STANDARD		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.
PERFORMANC E 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	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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR /	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

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 ST ANDARD		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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.
DOMAIN		Reading 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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
CONTENT STANDARD		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.
PERFORMANC E STANDARD /		Text Types and Purposes
LEARNING PRIORITY		
	W.9-10.2	Write text in a variety of modes:

CONTENT		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.
PERFORMANC E 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.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		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.
PERFORMANC E 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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPT OR / 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.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).
DOMAIN		Language 6-12
CONTENT		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPT OR / FOCUS AREA	L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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 ST AND ARD		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.
PERFORMANC E 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.
DOMAIN		Language 6-12
CONTENT ST AND ARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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
CONTENT ST AND ARD		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.
PERFORMANC E 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:
LEARNING CONTINUUM	L.9- 10.6.2.	Spell correctly.

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

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

DOMAIN Anchor Standards for Reading

CONTENT ST AND ARD		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.
PERFORMANC E 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	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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:
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		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).

PERFORMANC E STANDARD I LEARNING PRIORITY		Production and Distribution of Writing
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
CONTENT STANDARD		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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
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.
PERFORMANC E 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.
PERFORMANC E 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 ST ANDARD		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.
PERFORMANC E 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		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.
PERFORMANC E 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.
DOMAIN		Reading 6-12
DOMAIN CONTENT STANDARD		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.
CONTENT		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
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	R.9-10.1	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.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	R.9-10.1	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. Key Ideas and Details Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR /		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. Key Ideas and Details 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) Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central
PERFORMANC E ST ANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA		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. Key Ideas and Details 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) 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)
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONTENT		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. Key Ideas and Details 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) 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) Reading 6-12 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

specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs

FOCUS AREA

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
CONTENT STANDARD		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.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / 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.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / FOCUS AREA	W.9-10.3	Create writing that utilizes:
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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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 /	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 ST ANDARD		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.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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 ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPT OR / 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.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 ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPT OR / FOCUS AREA	L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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).

CONTENT ST ANDARD		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.
PERFORMANC E 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.
DOMAIN		Language 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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.

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Wisconsin Academic Standards Language Arts

Grade 9 - Adopted: 2020/Implement 2021

DOMAIN	Anchor Standards for Reading
CONTENT STANDARD	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.
PERFORMANC E ST ANDARD / 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	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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR /	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
CONTENT STANDARD		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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
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.
PERFORMANC E 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.
PERFORMANC E 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.

PERFORMANC E ST ANDARD / 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 ST ANDARD		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.
PERFORMANC E 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.
DOMAIN		Reading 6-12
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
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
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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)

CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / 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.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.9-10.3	Create writing that utilizes:
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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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		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.

PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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 ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPT OR / 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.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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPT OR / FOCUS AREA	L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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		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.
PERFORMANC E 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.
DOMAIN		Language 6-12
CONTENT ST AND ARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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
CONTENT ST AND ARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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.
		UNIT 5: WRITING FROM PICTURES Week 8 Page 79-88
		Wisconsin Academic Standards Language Arts Grade 9 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details

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.

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

DOMAIN Anchor Standards for Reading

DESCRIPTOR /

FOCUS AREA

DESCRIPTOR /

FOCUS AREA

R1.

R3.

STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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
CONTENT STANDARD		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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.
		Use print and digital technology to produce and publish writing and to interact and collaborate with others. Anchor Standards for Writing
FOCUS AREA		

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		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.
PERFORMANC E 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 ST ANDARD		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.
PERFORMANC E 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 ST ANDARD		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.
PERFORMANC E 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.
DOMAIN		Reading 6-12
CONTENT ST ANDARD		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.

PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / 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.
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
CONTENT STANDARD		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.

PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.9-10.3	Create writing that utilizes:
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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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 ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language

DESCRIPT OR / 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).
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 ST ANDARD		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.
PERFORMANC E 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.
DOMAIN		Language 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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.

Wisconsin Academic Standards

Language Arts

Grade 9 - Adopted: 2020/Implement 2021

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		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.
PERFORMANC E 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.
DOMAIN		Anchor Standards for Reading
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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
CONTENT STANDARD		Anchor Standards for Writing 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).
CONTENT		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
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	W3.	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).
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	W3.	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). Text Types and Purposes:
PERFORMANC E ST ANDARD LEARNING PRIORITY DESCRIPTOR / FOCUS AREA	W3.	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). Text Types and Purposes: Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
PERFORMANC E ST ANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DOMAIN CONTENT	W3.	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). Text Types and Purposes: Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. Anchor Standards for Writing 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
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DOMAIN CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	W3.	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). Text Types and Purposes: Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. Anchor Standards for Writing 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).

DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		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.
PERFORMANC E ST ANDARD / 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 ST ANDARD		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.
PERFORMANC E ST ANDARD / 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.
DOMAIN		Reading 6-12
CONTENT STANDARD		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.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Key Ideas and Details
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
CONTENT ST ANDARD		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.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / 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.
DOMAIN		Writing Standards 6-12
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / 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.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		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.
PERFORMANC E 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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPT OR / 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).
DOMAIN		Language 6-12
CONTENT STANDARD		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.
PERFORMANC E 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.
DOMAIN		Language 6-12
CONTENT ST AND ARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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
CONTENT ST AND ARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112
		Wisconsin Academic Standards
		Language Arts Grade 9 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT		Read and comprehend a variety of complex literary and informational texts for many purposes

DOWAIN		Anchor Standards for Reading
CONTENT STANDARD		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.
PERFORMANC E 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	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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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
CONTENT ST ANDARD		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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 ST ANDARD		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.
PERFORMANC E 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 ST ANDARD		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.
PERFORMANC E ST ANDARD / 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 ST ANDARD		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.

PERFORMANC E 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.
DOMAIN		Reading 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
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
CONTENT STANDARD		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.

PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / 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.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / FOCUS AREA	W.9-10.3	Create writing that utilizes:
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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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		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.
PERFORMANC E STANDARD /		Inquiry to Build and Present Knowledge

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 ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPT OR / 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.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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPT OR / FOCUS AREA	L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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		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.

PERFORMANC E 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.
DOMAIN		Language 6-12
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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.

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

Wisconsin Academic Standards Language Arts

Grade 9 - Adopted: 2020/Implement 2021

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR /	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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety 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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and cohere 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 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
CONTENT STANDARD		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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		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.
PERFORMANC E 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.
PERFORMANC E 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 ST ANDARD		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.

PERFORMANC E 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.
DOMAIN		Reading 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
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
CONTENT STANDARD		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.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Craft and Structure
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
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
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
CONTENT STANDARD		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.

PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / 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.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / FOCUS AREA	W.9-10.3	Create writing that utilizes:
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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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		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.
PERFORMANC E STANDARD /		Inquiry to Build and Present Knowledge

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		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.	
PERFORMANC E ST ANDARD / 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.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		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.	
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use	
DESCRIPT OR / FOCUS AREA	L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
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).	

CONTENT ST ANDARD		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.
PERFORMANC E ST ANDARD / 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.
DOMAIN		Language 6-12
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR I 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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132

Wisconsin Academic Standards Language Arts

DOMAIN	Anchor Standards for Reading
CONTENT STANDARD	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.
PERFORMANC E 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	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		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.	
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure	
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		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).	
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:	
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		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).	
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing	
DESCRIPTOR /	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent	

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

which the development, organization and style are appropriate to bask, purpose and audience. DESCRIPTOR / W6. Use print and digital technology to produce and publish writing and to interact and collaborate with others. DOMAIN Anchor Standards for Writing CONTENT Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and strandards of the standards for Writing CONTENT Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and strandard of the strandard of the collection, and revision) and shorter time frames (a single sitting or a day or two). ESTANDARD Inquiry to Build and Present Knowledge Inquiry to Build and Present Knowledge				
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DOMAIN Anchor Standards for Language	DESCRIPTOR / FOCUS AREA	L4.	unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary	
	DOMAIN		Anchor Standards for Language	

CONTENT		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.
PERFORMANC E 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.
DOMAIN		Reading 6-12
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
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)

CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
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.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.9-10.3	Create writing that utilizes:
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
CONTENT STANDARD		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.
PERFORMANC E ST AND ARD I LEARNING PRIORITY		Production and Distribution of Writing
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		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.

PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge	
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 ST ANDARD		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.	
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language	
DESCRIPT OR / 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.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		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.	
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use	
DESCRIPT OR / FOCUS AREA	L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
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 ST ANDARD		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.
PERFORMANC E 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.
DOMAIN		Language 6-12
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR I 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.
		UNIT 7: INVENTIVE WRITING Week 13 Page 133-138
		Wisconsin Academic Standards

Language Arts Grade 9 - Adopted: 2020/Implement 2021

DOMAIN Anchor Standards for Writing

CONTENT Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, a audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).	audiences over	ktended time frames (time for inquiry, reflection, and	· • • · ·
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PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:	
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 ccurately 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		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).	
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing	
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	
CONTENT STANDARD		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).	
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge	
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		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.	
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language	

Descriptor 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. Descriptor Descriptor Descriptor FOCUS AREA 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 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. DESCRIPTOR DESCRIPTOR DESCRIPTOR 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 Descriptor			
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DOMAIN Writing Standards 6-12 CONTENT STANDARD PERFORMANC CONTINUUM LEARNING CONTINUUM Writing Standards 6-12 Wite informative texts that examine and convey complex ideas, concepts, and information clearly and information to make important connections and distinctions; including formating (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 CONTENT Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic. CONTENT Text Types and Purposes Text Types and Purposes PERFORMANC E STANDARD LEARNING PRIORITY W.9-10.3 Create writing that utilizes:	E STANDARD / LEARNING		Conventions of Standardized English
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ESTANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA W.9-10.2 Write text in a variety of modes: LEARNING CONTINUUM 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 CONTENT STANDARD Verarching 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. PERFORMANC ESTANDARD LEARNING PRIORITY W.9-10.3 Create writing that utilizes:			tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision)
LEARNING CONTINUUM 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. CONTENT STANDARD 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. PERFORMANC E STANDARD / LEARNING PRIORITY W.9-10.3 Create writing that utilizes:	E STANDARD / LEARNING		Text Types and Purposes
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		W.9-10.2	Write text in a variety of modes:
CONTENT STANDARD 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. PERFORMANC E ST ANDARD / LEARNING PRIORITY DESCRIPTOR / W.9-10.3 Create writing that utilizes:			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
STANDARD tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / W.9-10.3 Create writing that utilizes:	DOMAIN		Writing Standards 6-12
E STANDARD / LEARNING PRIORITY DESCRIPTOR / W.9-10.3 Create writing that utilizes:			tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision)
	E STANDARD / LEARNING		Text Types and Purposes

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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPT OR I FOCUS AREA	W.9-10.6	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:
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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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

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.
DOMAIN		Language 6-12
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPT OR / 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).
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		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.
CONTENT		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
PERFORMANC E ST ANDARD / LEARNING	L.9-10.4	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.
PERFORMANC E ST ANDARD / LEARNING PRIORITY DESCRIPTOR /	L.9-10.4	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. Vocabulary Acquisition and Use 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
PERFORMANC E ST ANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA	L.9-10.4	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. Vocabulary Acquisition and Use 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.
PERFORMANC E ST ANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DOMAIN CONTENT	L.9-10.4	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. Vocabulary Acquisition and Use 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. Language 6-12 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
PERFORMANC E ST ANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DOMAIN CONTENT ST ANDARD / PERFORMANC E ST ANDARD / LEARNING	L.9-10.4	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. Vocabulary Acquisition and Use 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. Language 6-12 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.

DOMAIN		Language 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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.

UNIT 7: INVENTIVE WRITING Week 14 Page 139-144

Wisconsin Academic Standards Language Arts

Grade 9 - Adopted: 2020/Implement 2021

Anchor Standards for Writing

DOMAIN

CONTENT STANDARD		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:
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		Anchor Standards for Writing 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).
CONTENT		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
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	W4.	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).
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	W4.	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). Production and Distribution of Writing Make intentional and informed decisions about development, organization, and style, to produce clear and coherent

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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		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.
PERFORMANC E 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.
PERFORMANC E 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.
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.
PERFORMANC E 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.

DOMAIN Writing Standards 6-12

CONTENT ST AND ARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / 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.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / FOCUS AREA	W.9-10.3	Create writing that utilizes:
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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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		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.

PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPT OR / FOCUS AREA	W.9-10.6	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:
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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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.
DOMAIN		Language 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPT OR / 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).
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.

CONTENT STANDARD		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.
PERFORMANC E ST ANDARD / 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.
DOMAIN		Language 6-12
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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.

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Wisconsin Academic Standards Language Arts

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CONTENT STANDARD	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.
PERFORMANC E ST ANDARD / 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	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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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 /	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
FOCUS AREA		

DOMAIN Anchor Standards for Language

CONTENT ST AND ARD		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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.
DOMAIN		Reading 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR /	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)

FOCUS AREA

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		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.
PERFORMANC E STANDARD I LEARNING PRIORITY		Craft and Structure
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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
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.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		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.
PERFORMANC E 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.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		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.
PERFORMANC E 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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPT OR / 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.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).
DOMAIN		Language 6-12
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPT OR / FOCUS AREA	L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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		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.

PERFORMANC E 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.
DOMAIN		Language 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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.
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UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-

Wisconsin Academic Standards Language Arts

		Grade 9 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		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.
PERFORMANC E 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	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		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.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Craft and Structure

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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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
CONTENT STANDARD		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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		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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.
DOMAIN		Reading 6-12
CONTENT STANDARD		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.

PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
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
CONTENT ST AND ARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / 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.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / FOCUS AREA	W.9-10.3	Create writing that utilizes:

E STANDARD / LEARNING		Inquiry to Build and Present Knowledge
CONTENT STANDARD		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.
DOMAIN		Writing Standards 6-12
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.
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.)
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
CONTENT ST ANDARD		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.
LEARNING CONTINUUM DOMAIN	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. Writing Standards 6-12
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.

DESCRIPT OR / 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.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 ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPT OR / FOCUS AREA	L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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		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.
PERFORMANC E 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.
DOMAIN		Language 6-12
CONTENT		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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.

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Wisconsin Academic Standards Language Arts

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		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.
PERFORMANC E 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	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		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.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Craft and Structure
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 ST ANDARD		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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
CONTENT		Muito varitinalis for a young of aultimally arrataining and what arically arribantic tools, provided and
STANDARD		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).
PERFORMANC E ST ANDARD / LEARNING PRIORITY		audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time
PERFORMANC E ST ANDARD / LEARNING	W7.	audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORITY	W7.	audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two). Inquiry to Build and Present Knowledge Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under
PERFORMANC E ST ANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR /		audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two). Inquiry to Build and Present Knowledge Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of
PERFORMANC E ST ANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA	W8.	audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two). Inquiry to Build and Present Knowledge Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
PERFORMANC E ST ANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA	W8.	audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two). Inquiry to Build and Present Knowledge Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA CONTENT	W8.	audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two). Inquiry to Build and Present Knowledge Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. Anchor Standards for Language 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

for meaning or style, and to comprehend more fully when reading or listening.

FOCUS AREA

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.
PERFORMANC E 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.
PERFORMANC E 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.
DOMAIN		Reading 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure

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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / FOCUS AREA	W.9-10.2	Write text in a variety of modes:
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.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		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.
PERFORMANC E ST AND ARD I 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		Writing Standards 6-12
CONTENT STANDARD		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.

PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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 ST AND ARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPT OR / 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.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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPT OR / FOCUS AREA	L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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).

CONTENT STANDARD		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.
PERFORMANC E 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.
DOMAIN		Language 6-12
CONTENT ST ANDARD		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.
PERFORMANC E 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:
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
CONTENT ST ANDARD		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.
PERFORMANC E 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:
LEARNING CONTINUUM	L.9- 10.6.2.	Spell correctly.

UNIT 8: FORMAL ESSAY MODELS Week 18 Page 195-206

Wisconsin Academic Standards Language Arts

DOMAIN	Anchor Standards for Reading
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CONTENT STANDARD	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.
PERFORMANC E 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	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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR /	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent

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

CONTENT STANDARD Write routinely for a range of cellurally-austaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sixting or a day or two processes). PERFORMANC ESTANDARD Inquiry to Build and Present Knowledge ESTANDARD Inquiry to Build and Present Knowledge ESTANDARD Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. CONCUS AREA Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. CONCUS AREA Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. CONTENT W8. Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard classon format. CONTENT Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. FOCUS AREA 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 convention choices and explain how those choices differ for culture and contexts, to make effective choices for meaning or asyle, and to comprehend more fully when reading or listening. CONTENT L1. Apply knowledge of language to understand 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, beale to justify intentional language and convention choices and explain how those choices differ for culture and contexts, Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening, beale to jus			
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DOMAIN Anchor Standards for Language	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.
PERFORMANC E 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.
DOMAIN		Reading 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
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
DOMAIN CONTENT STANDARD		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.
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CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	R.9-10.4	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. Craft and Structure 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
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA		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. Craft and Structure 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) In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA		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. Craft and Structure 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) 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)
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONTENT		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. Craft and Structure 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. (Rl&RL) 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) Reading 6-12 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

DOMAIN		Writing Standards 6-12
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.9-10.2	Write text in a variety of modes:
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
DOMAIN CONTENT STANDARD		Writing Standards 6-12 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.
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CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY	W.9-10.3	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.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPT OR /	W.9-10.3 W.9- 10.3.a.	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. Text Types and Purposes
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA	W.9-	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. Text Types and Purposes Create writing that utilizes: 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
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA LEARNING CONTINUUM	W.9- 10.3.a.	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. Text Types and Purposes Create writing that utilizes: 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. 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,

CONTENT ST ANDARD	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.
PERFORMANC E ST ANDARD / LEARNING PRIORITY	Production and Distribution of Writing

FOCUS AREA

DESCRIPTOR / 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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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		Overarching Statement: Demonstrate an understanding of how language functions in different culture 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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPT OR / 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.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.
	L.9-	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language
LEARNING CONTINUUM	10.1.d.	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.

PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPT OR / FOCUS AREA	L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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 ST ANDARD		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.
PERFORMANC E 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.
DOMAIN		Language 6-12
CONTENT STANDARD		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.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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.
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UNIT 8: FORMAL ESSAY MODELS Week 19 Page 207-219

Wisconsin Academic Standards Language Arts

Grade 9 - Adopted: 2020/Implement 2021

Anchor Standards for Reading

DOMAIN

CONTENT STANDARD	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.
PERFORMANC E STANDARD / LEARNING PRIORITY	Key Ideas and Details

DESCRIPTOR / R1. Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific FOCUS AREA 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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety 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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and cohere 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 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
CONTENT STANDARD		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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		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.
PERFORMANC E ST ANDARD / 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 ST AND ARD		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.
PERFORMANC E 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.

PERFORMANC E 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.
DOMAIN		Reading 6-12
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
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
CONTENT STANDARD		Reading 6-12 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.
CONTENT		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
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	R.9-10.4	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.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	R.9-10.4	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. Craft and Structure 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
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA		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. Craft and Structure 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) In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA		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. Craft and Structure 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) 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)
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONTENT		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. Craft and Structure 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. (Rl&RL) 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) Writing Standards 6-12 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)

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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / FOCUS AREA	W.9-10.3	Create writing that utilizes:
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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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
DOMAIN CONTENT STANDARD		Writing Standards 6-12 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.
CONTENT		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)
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	W.9-10.6	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.

LEARNING CONTINUUM	W.9- 10.6.b.	producing accessible experiences for specific audiences.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPT OR / 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.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		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.

PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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		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.
PERFORMANC E 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.
DOMAIN		Language 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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	L.9-	Spell correctly.

CONTINUUM

10.6.2.

Wisconsin Academic Standards Language Arts

Grade 9 - Adopted: 2020/Implement 2021

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		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.
PERFORMANC E ST ANDARD / 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	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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:
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		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).

PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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
CONTENT ST ANDARD		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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
CONTENT ST AND ARD		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.
PERFORMANC E 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 ST ANDARD		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.
PERFORMANC E 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 ST ANDARD		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.

PERFORMANC E 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.
DOMAIN		Reading 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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
CONTENT STANDARD		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.

PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / 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.
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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / FOCUS AREA	W.9-10.3	Create writing that utilizes:
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
CONTENT STANDARD		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.
PERFORMANC E 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		Writing Standards 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge

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.
DOMAIN		Language 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPT OR / 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.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
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPT OR / FOCUS AREA	L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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		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.
PERFORMANC E 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.

vocabulary choices appropriate to the context and situation.

DOMAIN		Language 6-12
CONTENT ST AND ARD		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.
PERFORMANC E 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:
LEARNING	L.9-	Convey specific meanings and add variety and interest to writing and presentations through the use of various types
CONTINUUM	10.5.b.	of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).
DOMAIN		Language 6-12
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / 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

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

English. Appropriately use and explain the intended purpose in conventions with:

DOMAIN Anchor Standards for Reading

Spell correctly.

L.9-

10.6.2.

LEARNING

CONTINUUM

CONTENT ST AND ARD		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.
PERFORMANC E ST ANDARD / 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	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		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
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 ST ANDARD		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:
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 ST ANDARD		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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
CONTENT ST ANDARD		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).
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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
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.

PERFORMANC E 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 ST ANDARD		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.
PERFORMANC E 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 ST ANDARD		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.
PERFORMANC E 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.
DOMAIN		Reading 6-12
CONTENT ST ANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
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 ST ANDARD		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.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Craft and Structure
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
CONTENT STANDARD		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.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / 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.
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
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.9-10.3	Create writing that utilizes:

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
CONTENT ST ANDARD		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.
PERFORMANC E 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		Writing Standards 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
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.
DOMAIN		Language 6-12
CONTENT STANDARD		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.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPT OR / 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.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).

Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language

write and edit work so that it conforms to the expectations of the discipline and writing situation.

Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology);

L.9-

10.1.d.

LEARNING

CONTINUUM

DOMAIN		Language 6-12
CONTENT STANDARD		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.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPT OR / FOCUS AREA	L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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 ST ANDARD		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.
PERFORMANC E 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.
DOMAIN		Language 6-12
CONTENT STANDARD		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.
CONTENT		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
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	L.9-10.5	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. Conventions of Standardized English
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	L.9-10.5 L.9- 10.5.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. Conventions of Standardized English 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
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPT OR / FOCUS AREA	L.9-	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. Conventions of Standardized English 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: 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
PERFORMANC E STANDARD LEARNING PRIORITY DESCRIPTOR / FOCUS AREA LEARNING CONTINUUM	L.9-	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. Conventions of Standardized English 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: 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).
PERFORMANC E STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPT OR / FOCUS AREA LEARNING CONTINUUM DOMAIN CONTENT	L.9-	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. Conventions of Standardized English 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: 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). Language 6-12 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

Spell correctly.

LEARNING L.9-CONTINUUM 10.6.2.